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.

**Directed Teaching:** An experience in an approved elementary, 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 experienced teacher.

**Experienced Teacher Review:** An experience in a secondary or post-secondary setting during which a non-certified teacher teaches under the direct supervision of an on-site supervisor (program director, building principal) will refine his/her teaching techniques.

**Collaborating Teacher:** The collaborating teacher in a directed teaching situation is the classroom teacher in the school who has the responsibility of working directly with the directed teacher. S/he guides and supervises the directed teacher in the professional experiences.

**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 coordinating student teachers. The university supervisor provides consultative assistance to student teachers, collaborating teachers, and on-site supervisors.
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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) All subject major courses  
4) All subject minor(s) courses  
5) Planned program (Elementary Education majors)  
6) Passed the Basic Skills Test

Student teaching candidates must have at least a 2.75 GPA in their professional education courses and planned program (Elementary Education majors).

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

Student teaching candidates must have a 2.50 cumulative GPA.

Student teaching candidates in 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**
Student teaching may **not** be done in an alternative education program, charter school, private school, or adult education.

4. **Length of Time Required for Directed Teaching Experience**
A minimum of 15 weeks is required for successful completion of the student teaching experience.

5. **Felony Conviction**
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.)

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:
   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. The Student teacher must have completed the Substitute Teacher Form with the appropriate signature and turn the form in to the University Supervisor prior to substitute teaching. (See Substitute Teaching Form - Appendix G)
   d. Student teacher may substitute a maximum of 10 (ten) days during their student teaching experience.

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, the student teacher may work up to 10 hours per week at outside employment.
   c. Student teachers who elect to do two semesters (6 credit hours per semester) of student teaching may work up to 20 hours per week at outside employment.
   d. Student teachers who will be employed during their student teaching assignment must complete and return the Student Teaching Outside Employment form.

8. **Part-time Student Teaching**
   **Policy:** Student teachers may complete student teaching requirements on a part-time basis. Part-time student teaching is defined as no less than fifteen (15) hours per week for two (2) semesters.
   **Procedure:**
   a. Requests for part-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 part-time assignment with the approval of the host school principal and on-site supervising teacher(s). The part-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 the appropriate student teaching course and the Professional Seminar for the semester that the part-time student teaching assignment begin.
   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. 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 for a minimum of fifteen (15) weeks.
5. Create lesson plans with guidance from collaborating teacher(s) or on-site supervisor.
6. Seek and accept advice and help from collaborating teacher(s), on-site supervisor and/or university supervisor.
7. Become acquainted with and follow the cooperating school’s 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 periodic and final evaluation forms to the collaborating teacher or on-site supervisor and ensure that the forms are completed and returned to the university supervisor. (See Periodic/Final Student Teaching Evaluation – Appendix F)
11. Participate in a final evaluation conference with the collaborating teacher or on-site supervisor and the university supervisor.
12. Review and sign the final evaluation form.

RESPONSIBILITIES OF THE COLLABORATING TEACHER

Directed Teacher

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 Requirements – Appendix A.)

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

9. Prepare periodic and final evaluations and discuss them with the Student Teacher. (See Directed Teaching Requirements – Appendix A & Appendix F.)

10. Encourage the Student Teacher to participate in school meetings and activities.

RESPONSIBILITIES OF THE ON-SITE SUPERVISOR

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 periodic and final evaluations with the student teacher. (See Experienced Teacher Review Requirements - Appendix B and Appendix F for form)
RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

1. Visit the student teacher’s classroom a minimum of four to five times during the semester. For experienced teacher review, visit the classroom a minimum of two times during the semester. Provide written feedback (Appendix F). The first visit should take place during the first few weeks of the semester.

2. Discuss the progress of the student teacher with the student teacher and the collaborating teacher or on-site supervisor at the time of visits.

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 placement.

2. Work with the student teacher, collaborating 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 (Appendix G).
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 arrived 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 supervising teacher/supervisor.

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

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).

FACULTY FOR FERRIS STATE UNIVERSITY-GRAND RAPIDS CAMPUS

Dr. Donald Green  Dean of Applied Technology Center
Dr. Amy Kavanaugh  Assistant Professor, Education Advisor
Mr. John Backstrom  Program Advisor, Counselor
Mrs. Carole Backstrom  Coordinator of Student Teacher Placement and Field Experiences
Appendix A
Ferris State University-Grand Rapids Campus
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 the classroom, and directing the 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 in an elementary or secondary public school.

CREDITS: 8-12 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.

Accept the responsibility to student teach for six (6) hours a day, five (5) days a week for a minimum of fifteen (15) weeks.

Create lesson plans with guidance from collaborator(s) or university supervisor.

Seek and accept advice and help from collaborator(s) or university supervisor.

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

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

Furnish periodic and final evaluation forms to the collaborating teacher and ensure that the forms are completed and returned to the university supervisor.
Participate in a final evaluation conference with the collaborating teacher and the university supervisor.

Review and sign the final evaluation form.

REQUERIED MATERIALS:

ATTENDANCE:
Attendance is required. Two (2) excused absences are allowed during student teaching. Any absences beyond two 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, collaborating teacher and University Supervisor the day of absence. Lesson plans must be available for your collaborating teacher.

ASSIGNMENTS:
Visitations:
Three to four (3-4) visits will be scheduled during class time. An attempt will be made to arrange the date and time in advance, but unannounced visits are also possible.
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.

The fourth or fifth (4/5) observation will be seen on a video with a rubric to be filled out in advance before viewed by university supervisor.

Instructional (lesson plan book) 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; any professional concerns or difficulties.

Weekly reflections:
Each week choose from one of two reflections to do with a place for your collaborating teacher to add comments.

Observation Reports:
The first observation should be of your own classroom completed in the first week. Two to three (2-3) outside observation reports are required. These should be visits to other classrooms and done during the last few weeks of student teaching.

Integrated Unit:
An integrated unit of seven to ten (7-10) lesson plans. Included in the unit are a table of contents, bibliography, introductory lesson, culminating lesson, two to three (2-3) other subject areas, an assessment and an evaluation done by your students.
Periodic Student Teaching Report:
Two periodic reports are required. Present these to your collaborating teacher(s) for completion before the end of the fifth and tenth weeks of the semester. After you both fill out the report a dialogue should develop between the two of you. Then give them both to your university supervisor.

Final Student Teaching Evaluation:
Present this to your collaborating teacher(s) before or during the last week of your assignment. You and your collaborating teacher(s) must sign the final evaluation.

EDUC 499/599 Professional Seminar:
Attendance is required at all sessions.

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 arrived 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 collaborating teacher.

2. The university supervisor will evaluate the student teacher’s instructional notebook(s), journal, weekly reflections, observation reports and integrated unit.

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).
Appendix B
Ferris State University—Grand Rapids Campus
School of Education
EDUC 492/496/593
EXPERIENCED TEACHER REVIEW STUDENT TEACHING

COURSE DESCRIPTION:
During this 15-30 week experience, the student teacher, will assume all duties of their regular assigned classroom, under the supervision of an on-site supervisor. In addition, the experienced teacher will develop instructional notebooks, maintain a journal, write weekly reflections, observe other classrooms and complete an integrated unit. 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 professional development activities.

Demonstrate participation in school meetings and activities.

Demonstrate working 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.

Accept the responsibility to student teach for six (6) hours a day, five (5) days a week for a minimum of fifteen (15) weeks.

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

Seek and accept advice and help from on-site supervising teacher(s) and/or university supervisor.

Become acquainted with and follow the cooperating school’s educational policies and practices. Attend and participate in school meetings and activities, i.e. department meetings, faculty meetings, parent/teacher conferences, etc.
Furnish periodic and final evaluation forms to the on-site supervising teacher and ensure that the forms are completed and returned to the university supervisor.

Participate in a final evaluation conference with the on-site supervising teacher and the university supervisor.

Review and sign the final evaluation form.

**REQUIRED MATERIALS:**
Handouts

**ATTENDANCE:**
Attendance is required. Two (2) excused absences are allowed during student teaching. Any absences beyond two 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 and University Supervisor as soon as possible. Lesson plans must be available for your substituting teacher.

**ASSIGNMENTS:**
Two (2) visits will be scheduled during class time. An attempt will be made to arrange the date and time 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; any professional concerns or difficulties.

**Weekly reflections:**
Each week choose from one of two reflections to complete.

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

**Integrated Unit:**
An integrated unit of seven to ten (7-10) lesson plans. Included in the unit are a table of contents, bibliography, introductory lesson, culminating lesson, two to three (2-3) other subject areas, an assessment and an evaluation done by your students.

**Periodic Student Teaching Report**
One periodic report is required. Present these to your on-site supervisor for completion before the end of the eighth week of the semester. A dialogue between you should take place at this time.

**Final Student Teaching Evaluation:**
Present this to your on-site supervisor before or during the last week of your assignment. You and your on-site supervisor need to sign the evaluation.

**EDUC 499/599 Professional Seminar:**
Attendance is required at all sessions.

**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 arrived 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, 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).**
Appendix C
EDUC 499/599
PROFESSIONAL SEMINAR

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 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 (EDUC491/492/495/496 – 592/593)

COURSE CONTENT:
Student Teaching Orientation:
• Student Teaching Requirements/Expectations
• University Supervisor Role/Responsibilities
• Blood Pathogen Video

Student Teaching Seminar Topics:
• Effective Planning, Assessment & Evaluation
• Promote Active Learning: Higher Order Thinking Skills (Bloom’s Taxonomy), Questioning Levels, Indirect/Direct and Cooperative Learning
• Implement Pro-Active Classroom Management-Routine Procedures
• Provide Conflict Management and Resolution: Difficult Discipline
• Motivation: Feedback & Praising
• Effective Communication: Student/Parent Counseling
• Integrated Curriculum: Interdisciplinary/Thematic Planning and Implementation
• Diversity in the Classroom: Multiple Intelligences/Learning Styles: Brain Based Education: Special Education
• Michigan Framework: Core Curriculum Teaching and Learning Standards: MEAPs
• Technology in the classroom

Student Teaching Semester Wrap-up:
• Teacher Certification Application/Requirements
• The Interview Process/Professional educator
• Resume writing
• Portfolio Sharing
• Career Services: Job Search Information

REQUIRED MATERIALS:
Handouts
3-Ring binder
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 each for attendance/participation for total of (20) points from their total score for each class missed after the first absence. Cancellations due to weather will be determined by 10:00 a.m., and students will be notified by telephone to their home school or home if there is a snow day. If Grand Rapids Public Schools are closed on that day class will automatically be canceled (NO PHONE CALLS WILL THEN BE MADE).

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 student’s parents telling them about yourself, why you are in the classroom, length of stay, where they get in contact with you (school only) and any other bits of information you think they need to know. This is to be done in your first week of school.

Assumption of Responsibilities:
This is a calendar of weeks written with your collaborating teacher (CT) as to 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 to the norm of six (6) weeks. Usually lead teaching begins by the sixth (6th) week and goes until the twelfth (12th) week. It is a gradual progression of assuming responsibilities and letting go of responsibilities.

Classroom Schedule:
A complete schedule of your day and week is to be given to your university supervisor as soon as possible.

Fire-Up Conference:
This is a professional conference held each semester with other universities. It is a time to attend seminars, network and find out what is happening in education.

Prepare a Professional Portfolio:
Create a professional portfolio for interviewing. Portfolio must be in a 3-ring binder, with index dividers for each section. The portfolio will include an educational philosophy, letter of references, lesson plans, students’ work, pictures, one to two (1-2) university supervisor report(s), resume, table of contents and one of four topics to be chosen from the portfolio guidelines.

SCORING AND GRADING:
Scores on attendance, participation, assignments and portfolio will be used to compute the final course grade.
Attendance: 150 points
Participation: 150 points
Portfolio: 150 points
Assignments/Fire-Up Attendance: 150 points
Possible 600 points total

Grading scale:

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<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100 - 96</td>
<td>A</td>
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<tr>
<td>95 - 90</td>
<td>A-</td>
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<td>89 - 87</td>
<td>B+</td>
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<td>62 - 60</td>
<td>D-</td>
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<tr>
<td>59 - 0</td>
<td>F</td>
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</tbody>
</table>

There is no extra credit offered in this course. All assignments are due on the assigned date; points will be deducted for late assignments.

**Students who do not successfully complete Professional Seminar (EDUC 499 or 599) will also be required to retake Student Teaching (EDUC 491/493/495/592).**
Appendix D
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.
   - Incorporate technology in to the lessons when appropriate.

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.
   - Varies activities appropriately.
   - Utilizes a variety of support materials.
   - Implements logical sequence of activities.
   - 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.
   - Applies rules fairly and consistently.
   - Holds students accountable.
   - Controls situations in which inappropriate behavior is likely to occur.
   - Uses approaches стратегии 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. **Evaluation**
Promotes and evaluates 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/reteaches 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.
- Reads with comprehension.
  - Demonstrate positive/appropriate non-verbal behavior.
  - Demonstrates acceptable and appropriately professional human relations skills/behavior/conduct.
  - Presents subject matter, ideas, suggestions, and comments in an acceptable manner.

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 business teacher behavior and mannerisms.
  - Adheres to high moral and ethical standards for the profession (See NFA Code of Ethics and Bill of Rights).

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

Participates in activities for promoting positive school/community relations.
Appendix E
Ferris State University
Basic Competency Form For Teaching Effectiveness

Name of Student Teacher: _______________________________________________________  
Name of Cooperating Teacher: ___________________________________________________  
Building and School System Name: ________________________________________________  
Semester and Year: _____________________________________________________________

Instructions for Completion

Please assign the appropriate letter on the line provided next to each competency. Please use the far left column for 5th week, the middle column for 10th week, and the last column for the final evaluation. The student teacher is responsible for submitting this form to their university supervisor.

E = Exemplary (observed consistently)  
S = Satisfactory (observed frequently)  
P = Progress (growth in progress)  
N = No evidence

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

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

5th week 10th week Final

PLANNING:

_____ _____ _____ 1. Demonstrate 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 based on knowledge of students, standards and curriculum expectations.

_____ _____ _____ 6. Makes an effort to incorporate technology when appropriate
<table>
<thead>
<tr>
<th>Week</th>
<th>DELIVERY OF INSTRUCTION:</th>
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<tbody>
<tr>
<td></td>
<td>1. Presents an anticipatory set</td>
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<td>2. Creates a focus and activates prior knowledge</td>
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<td></td>
<td>3. States clearly objective(s)</td>
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<tr>
<td></td>
<td>4. Uses a variety of teaching strategies</td>
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<tr>
<td></td>
<td>5. Presents lesson in a logical order</td>
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<td>6. Checks for understanding</td>
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<td>7. Paces lesson appropriately</td>
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<td></td>
<td>8. Adjusts lesson to meet student’s needs</td>
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<td>9. Maintains smooth transitions</td>
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<td></td>
<td>10. Presents closure and/or signals end of instruction</td>
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<td></td>
<td>11. Provides clear directions for assignments</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>CLASSROOM MANAGEMENT:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Establishes and maintains a safe, positive classroom climate conducive to learning</td>
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<td></td>
<td>2. Uses verbal/nonverbal discipline techniques effectively</td>
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<tr>
<td></td>
<td>3. Implements and maintains classroom routines</td>
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<tr>
<td></td>
<td>4. Uses multiple strategies to manage behavior and keep students engaged in learning</td>
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<td></td>
<td>5. Is consistent and fair when dealing with students</td>
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</tbody>
</table>

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<tr>
<th>Week</th>
<th>STUDENT EVALUATION/ASSESSMENT:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Monitors and assesses student growth</td>
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<tr>
<td></td>
<td>2. Evaluates student learning</td>
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<tr>
<td></td>
<td>3. Provides specific and frequent feedback</td>
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<td></td>
<td>4. Implements a variety of formal and informal techniques to evaluate student performance</td>
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</tbody>
</table>
COMMUNICATION SKILLS:

1. Develops professional rapport with students/staff
2. Uses correct grammar and appropriate volume levels
3. Fosters responsibility and high expectations for student learning
4. Exhibits enthusiasm
5. Uses a variety of praise effectively
6. Accepts and utilizes students' ideas
7. Writes clearly using proper grammar, spelling and penmanship

PROFESSIONALISM:

1. Models desired behavior
2. Groomed in an appropriate manner
3. Offers and accepts constructive feedback
4. Participates in school activities
5. Reacts appropriately in stressful situations
6. Demonstrates honesty and integrity
7. Works collaboratively with families to support student learning and keeps them informed
8. Follows school and district’s policies
9. Demonstrates dependability and punctuality
APPENDIX F
FERRIS STATE UNIVERSITY – TEACHER EDUCATION – GRAND RAPIDS CAMPUS
Observation Report Form for Evaluating Student Teacher’s Performance

Student: ___________________ School and City:___________________________________
Collaborating Teacher: ________________________________
Date: ______________ Visit # (circle): 1 2 3 4 5 6
Period: ___________ Grade: ______ Subject: __________________________________________

GUIDE FOR BEHAVIORS TO OBSERVE: COMMENTS:

Planning Instruction:
____ Demonstrates preparation/organization
____ Aware of all students in the class/scans the room
____ Creates/follows written lesson plans
____ Demonstrates knowledge of subject
____ Plans for all students to experience success

Delivery of Instruction:
____ Signals the start of class/instruction
____ Presents an Anticipatory Set
____ Creates a focus and activates prior knowledge
____ States clears objective(s)
____ Presents lesson in a logical order
____ Checks for understanding
____ Paces lesson appropriately
____ Maintains smooth transitions
____ Presents Closure: Signals end of instruction
____ Summarizes lesson/stresses key concepts
____ Provides clear directions for assignments

Classroom Management:
____ Presents a climate conducive to learning
____ Uses verbal/non-verbal discipline techniques
____ Implements classroom routines effectively
____ Maintains on-task student behavior
____ Responds to off-task student behavior

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

Communication Skills:
____ Develops rapport with students/staff
____ Calls students by name
____ Maintains eye contact
____ Uses correct grammar/appropriate vocabulary level
____ Provides clear explanations/directions
____ Exhibits enthusiasm
____ Uses good feeling tone
____ Uses praise effectively
____ Accepts/utilized student ideas

Professionalism:
____ Models desired behavior
____ Groomed in an appropriate manner
____ Offers/accepts constructive criticism
____ Participates in professional growth and development
____ Relates professionally with other faculty/staff

__________________________________________________    __________________________________________
University Supervisor’s Signature    Student Teacher’s Signature

(Notations: / = observed; + = proficient; I = needs to improve; N/O = not observed or not applicable)
GENERAL COMMENTS:

5th Week

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Collaborating Teacher’s Signature  
5th Week

Student Teacher’s Signature  
5th Week

10th Week

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Collaborating Teacher’s Signature  
10th Week

Student Teacher’s Signature  
10th Week

Final

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Collaborating Teacher’s Signature  
Final Evaluation

Student Teacher’s Signature  
Final Evaluation

11/02cb
Ferris State University – Teacher Education – Grand Rapids Campus
Observation Report Form for Evaluating Student Teacher’s Performance

Student: ______________________________ School and City: ________________________
Collaborating Teacher: ______________________________
Date: ___________ Visit # (circle): 1 2 3 4 5 6
Period: ____ Grade: _____ Subject: ____________________________________________

Activity/Lesson Observed Plus Comments:

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University Supervisor’s Signature                       Student Teacher’s Signature
Copies: White: To University Supervisor  Yellow: To Collaborating Teacher  Pink: To Student Teacher  11/02cb
Appendix G

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 4 (four) successful weeks of student teaching prior to any substitute teaching assignment.
3. Student teacher may substitute a maximum of 10 (ten) 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 4 (four) 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: _________

Collaborating Teacher: ___________________________  Date: _________

School District Administrator: ___________________________  Date: _________

University Supervisor: ___________________________  Date: _________

White copy: FSU    Yellow copy: Host School    Pink copy: Student Teacher

9-19-00
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>On-site Supervising Teacher</th>
<th>University Supervisor</th>
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