



# ALMA COLLEGE

**Education Department**

**Special  
Education  
Student  
Teaching  
Handbook**

# 2018-2019

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## **Introduction**

This handbook provides a comprehensive view of the Special Education Student Teaching Program at Alma College and serves as a guide for carrying out the activities of the program. It is written for all those who are in any way connected with the program of student teaching sponsored by Alma College.

### **Overview**

The need for excellence in the teaching profession demands the best efforts of both private colleges and state sponsored institutions. We at Alma College are dedicated to excellence in education at all levels. We believe that liberal arts colleges such as Alma can make an especially effective contribution to the preparation of teachers.

From its early history, Alma has taken an active part in the preparation of teachers. Through the years, our programs have undergone many changes. Some of the earliest programs called for only a year of training for the prospective teacher to be fully qualified to enter the teaching profession and to stay in it for life. Today, Alma offers a four-year program. Even so, we all know that four years is only a beginning. Teachers must continue developing professionally throughout their career. An Alma College degree is the beginning of a life-long investment in professional development with colleagues and mentors.

Our job is to do the best we can in this four-year period to prepare the college student to be a successful beginning teacher. We believe that to be adequately prepared, candidates need to study human behavior, gain a background in subject matter sufficient to teach competently in the classroom, learn to communicate their ideas effectively, master pedagogical and classroom management skills, and become reflective professionals.

Candidates who are seeking any Michigan provisional certification must meet professional requirements including successful completion of coursework, state

required tests, computer technology and student teaching. Candidates also demonstrate the ability to work successfully with students and earn the required GPAs.

Candidates seeking Special Education-Learning Disabilities endorsement must also complete courses for the elementary or secondary certificate. Candidates working towards a Special Education major will complete an additional student teaching experience.

### **Admission to Student Teaching**

#### **Academic Requirements**

Only candidates who have been admitted to the Teacher Education Program (TEP) and have successfully completed all Education courses are eligible to student teach. To student teach, Elementary major students are required to have a 2.75 overall grade point average, a 2.5 GPA in each major with C or above in all courses, a 2.5 GPA in Education courses and a grade of C or above in all courses. Secondary major students are required to have a 2.75 overall grade point average, a 2.75 GPA in each teaching major, and a 2.5 GPA in Education courses with a C or better in each course. All Special Education K-12 Learning Disability majors need a 2.75 GPA in the major.

## **Approval Procedure**

Application for admission to student teaching must be submitted to the Education Department by the November 15 due date of the preceding college year in which the student teaching is planned. Applications are approved by the Teacher Education Department if the student has previously been admitted to the Teacher Education Program, meets the required grade point standards, meets State requirements, and has the approval of the Education Department.

## **Student Teaching Placement Procedure and Policies**

Policies agreed upon by the Teacher Education Program Advisory Council (area school administrators, teachers and Alma College Education personnel) are followed in placing student teachers. Policies applied in selecting cooperating teachers include the following:

- Education personnel and public school administrators work together in the selection of cooperating teachers and students teachers to be assigned to them.
- Principals establish the teachers in their schools who may qualify for hosting a student teacher. A student teacher is assigned only when the principal and cooperating teacher agree to accept the student.
- Student teachers are assigned only to teachers who have a record of successful teaching, preferably those who have tenure status.
- No more than one student teacher is assigned to a cooperating teacher
- Student teachers are involved in Directed Teaching for 8 weeks on an all-day basis. During part or all of this period, they are involved in a seminar.
- The final 6 weeks of the student teaching semester will be completed in assigned categorical classrooms, related services personnel, or other experiences as determined by Dr. Yates.
- Student teachers are assigned to schools in the area surrounding the College and not in their home school district or the district in which they attended school. Student teachers are not placed in districts in which a family member is currently employed.

Most students are placed within 90 minutes of Alma College. Completing student teaching on a guest student basis through another university is not permitted.

## **Responsibilities of Personnel Involved in Student Teaching**

### **Coordinator of Student Teaching Experiences (Kathy Paul)**

The chief responsibility of the coordinator of student teaching experiences is the administration of student teaching. Specific responsibilities including:

- Interviewing prospective student teachers (regarding interests in and aptitudes for teaching) at the time of application for student teaching.
- Making student teaching assignments in cooperation with school administrators and cooperating teachers.
- Assisting in the orientation of cooperating teachers working with the Alma College Student Teaching Program.
- Arranging seminars with student teachers.
- Assisting the chair of the Education Department in evaluation of the entire Student Teaching Program and making suggestions for its improvement.
- Clarifying responsibilities and relationships.
- Meeting with cooperating teachers individually and in groups.

## **College Field Instructor**

The chief responsibility of the College field instructor is to work with the cooperating teacher and the student teacher to facilitate the student teacher's professional growth. Following are the specific responsibilities of the College field instructor:

- Assisting in the orientation of cooperating teachers working with the Alma College Student Teaching Program.
- Clarifying responsibilities and relationships of the field instructor, cooperating teacher and student teacher.
- Meeting with cooperating teachers.
- Visiting schools to observe student teaching.
- Conferring with and counseling student teachers regarding progress on the student teaching expectations and on the Michigan Administrative Rules for Special Education (MARSE).
- Receiving reports from cooperating teachers regarding progress of student teachers.
- Encouraging and carrying out three-way conferences with student teachers and cooperating teachers when deemed appropriate.
- Determining with the cooperating teacher the final grade (Pass or Fail) to be assigned the student teacher. (See section on evaluation.)

## **Cooperating Teacher**

Cooperating teachers are specifically chosen by school administrators to assume the additional responsibility of supervising and helping to teach prospective teachers. Administrators believe they can do a good job helping the prospective teacher develop an understanding of teaching as a profession. Cooperating teachers should have knowledge of all Michigan Administrative Rules for Special Education (MARSE).

Specific suggestions regarding responsibilities will be discussed with individual cooperating teachers as needs arise.

## **General Responsibilities of the Cooperating Teacher**

1. Attend the Orientation Workshop in September.
2. The cooperating teacher should help to establish proper and friendly relationships between the student teacher and the class.
  - Introductions of the student teacher to the class are important and should stress: (1) the student teacher's initial role as assistant to the teacher, and (2) the student teacher's eventual role as a co-teacher who will assume many of the responsibilities of the teacher.
  - From the beginning, the student teacher should be led to feel that he or she is a junior partner in a common enterprise. The student teacher should be allowed to share all possible activities. The cooperating teacher should realize that the student teacher is under tension in the new situation and needs support and assistance.
3. The cooperating teacher should provide opportunities for observation, participation and actual teaching, which help students demonstrate proficiency on the student teaching expectations and the Michigan Administrative Rules for Special Education standards.
  - Through observation, the student teacher can study theory in practice. This should not be limited to the early part of the teaching experience but should be provided for at various points throughout the term. Since student teachers have typically had experiences in at least six classrooms (3 special education and 3 general education) prior to student teaching, many are ready to take major teaching responsibilities as early as their first day of student teaching. Others will require more observation time before they feel confident of their ability to begin teaching. Of course, even those who begin teaching activities immediately will spend much time observing the classroom procedures and teaching techniques of the cooperating teacher.
  - By participating actively in all parts of the program, the student can evaluate his or her own preparation and can gain knowledge of the total school organization. It is usually helpful for student teachers to assist with lessons directed by the cooperating teacher or to work with small groups before beginning independent teaching of whole classes.
  - Within an actual teaching situation, the student teacher can develop his or her ability to assess student needs, plan for and implement instruction, and evaluate learning progress. Throughout the student teaching experience, the cooperating teacher should assist with evaluation of the student teacher's progress both in teaching skills and in developing means for self-evaluation.

## Tasks of the Cooperating Teacher

The responsibilities of the cooperating teacher lie in the following areas: orientation, planning, evaluation, and celebration of the candidate's success.

### Orientation

Prior to student teaching, the cooperating teacher can facilitate the effectiveness of the student teaching experience by providing information and activities that will help the student teacher prepare for the experience. Although not intended to be all encompassing, the list below may provide some helpful suggestions to the cooperating teacher.

1. Hold an orientation conference to discuss expectations. At this conference the following items could be supplied to the student teacher:
  - Class lists
  - Seating charts
  - Textbooks
  - Course outlines
  - Classroom teacher and student handbooks
  - District and building mission and goals
  - District master contract
  - Location of facilities such as restrooms, teachers lounge, administrative offices, lunch room, parking areas, athletic facilities, media center, records storage, supply storage
  - Policy for computing and assigning grades
  - Classroom teacher evaluation system
  - Technology available
  - Classroom management philosophy and policy
  - Community demographics
  - Services of specialists within the district, including:
    1. special education teacher
    2. school psychologist
    3. school social worker
    4. special consultant counselor
    5. R.E.S.D. specialist
    6. counselor
    7. administrator
    8. technology specialist
  - Daily schedule
  - Expectations for arrival and departure times
  - Expectations for communication and discussion
  - Procedures for school delays or cancellations
  - Procedures for absence, substitute teachers
  - Proper expectations for dress and grooming
  - Staff meeting schedule
  - Extra duties expected
  - Other

Orientation is truly an ongoing responsibility of the cooperating teacher since the student teacher's "need to know" will increase as his or her involvement increases. The better and more complete the job of orientation, the more smoothly the student teaching experience will go.

## **Assignment of Teaching Responsibilities**

It is critical that cooperating teachers assign responsibilities, which allow student teachers to meet the expectations of the student teaching experience as outlined on page 4. If possible, assignment of responsibilities should proceed according to a schedule with specific objectives. The student teacher's involvement should proceed gradually as competence improves. Please contact Dr. Yates (989.466.6056) or Mrs. Kathy Paul if you have questions.

In order to meet student teaching expectations, cooperating teachers are asked to involve student teachers in the following activities:

### **Required**

In addition to the Student Teaching Evaluation, student teachers are required to successfully complete the following requirements.

Design and implement an instructional unit, which includes modified curriculum from the grade level general education content. Uploaded elements of this lesson plan include:

1. One lesson plan, which integrates technology as intervention strategy to be observed by your field instructor and uploaded to TK20
2. One additional lesson plan to be observed by your field instructor and lesson plan uploaded to TK20
3. Prepare a video of you teaching a lesson during the first five weeks of student teaching. You should discuss the appropriate timing of the video with your college supervisor. The college supervisor can use this as one of your evaluations. Upload the URL to TK20.
4. Plan an instructional unit based on weaknesses of a group of students based on assessment results. Document growth of the intervention over time. Upload Pre and Posttest assessment, data chart, and reflection on the data to TK20.

## Suggested Timetable of Student Teaching Activities



### STUDENT TEACHING

# SPECIAL EDUCATION 14 WEEK SAMPLE SCHEDULE

<p><b>Week 1</b> LD Student Teaching</p> <p>Begin 8 week LD student teaching Attend all school PD Set up classroom Attend open house Read IEP's</p>	<p><b>Week 2</b> LD Student Teaching</p> <p><b>Focus: Assessment of Students' Levels</b> Upload lesson/TK20 Field Instructor Visit</p>	<p><b>Week 3</b> LD Student Teaching</p> <p><b>Focus: Individualizing Instruction</b> Attend orientation on campus with CT</p>	<p><b>Week 4</b> LD Student Teaching</p> <p><b>Focus: Assessment and Data Collection</b> Field Instructor and Cooperating Teacher Mid-term Evaluation</p>
<p><b>Week 5</b> LD Student Teaching</p> <p><b>Focus: Manifestation Behavior Plans</b> Upload 2nd lesson to TK20</p>	<p><b>Week 6</b> LD Student Teaching</p> <p><b>Focus: Accommodations/ Modifications</b> Field Instructor Visit</p>	<p><b>Week 7</b> LD Student Teaching</p> <p><b>Focus: Progress Reporting and Medicaid</b> Upload 3rd lesson to TK20</p>	<p><b>Week 8</b> LD Student Teaching</p> <p>Final Week LD student teaching Field Instructor and Cooperating Teacher Final Evaluation</p>
<p><b>Week 9</b> Categorical Classroom/Related Services Placement as requested and assigned</p> <p>MoCI MiCI SEI SXI</p>	<p><b>Week 10</b> Categorical Classroom/Related Services Placement as requested and assigned</p> <p>SCI D/HH ECSE Probate Court</p>	<p><b>Week 11</b> Categorical Classroom/Related Services Placement as requested and assigned</p> <p>OT PT Content Area-Resource Room</p>	<p><b>Week 12</b> Categorical Classroom/Related Services Placement as requested and assigned</p> <p>School Psych SSW Content Area-Resource Room</p>
<p><b>Week 13</b> Categorical Classroom/Related Services Placement as requested and assigned</p> <p>Title Services Co-teaching</p>	<p><b>Week 14</b> Categorical Classroom/Related Services Placement as requested and assigned</p> <p>MRS Transition Services</p>	<p>Students will attend EDC 455 on Tuesday nights on campus (6-9pm) + off campus related activities as planned by Mrs. Heather Dawe for a total of 45 hours of contact during the LD student teaching.</p> <p>Students will attend EDC 453 on Wednesday nights on campus (6-9pm) + off campus related activities as planned by Mrs. Kristin Knight for a total of 45 hours of contact during the Categorical Classroom/Related Services student teaching.</p>	

### Questions? Contact:

DR. PEGGY YATES  
DIRECTOR OF TEACHER PREPARATION  
IN SPECIAL EDUCATION

Kerhl B-55  
Alma College  
989 463-7166

Students will choose 6 focus areas during the Categorical Classroom/Related Services Placement to customize their experience.

**To be filled out in TK20 at Midterm (at 4 weeks) and Final (at 8 weeks)**

**Alma College Special Education Student Teacher Evaluation (Midterm and Final)**

Student Name \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

Age Level Taught \_\_\_\_\_

School/Center \_\_\_\_\_

Dates of Student Teaching \_\_\_\_\_  
(8 weeks required)

College Field Supervisor \_\_\_\_\_

Please complete the assessment form by responding to each question in the manner that most nearly represents your opinion of the candidate's aptitude in each area, **Knowledge of Rule, Skill to**

**Apply the Rule, and Disposition in Applying the Rule.** Your comments are valuable in assisting the student in developing key teaching skills.

Proficiency Scale	Descriptor
4	<b>Proficient:</b> Work at this level exceeds the standard. It is thorough and consistently shows exceptional knowledge and use of skills and strategies
3	<b>Competent:</b> Work at this level meets the standard. It demonstrates mastery of many skills with a reflection of the commitment and care to continue to master more knowledge, skills and strategies.
2	<b>Developing:</b> Work at this level show basic, but inconsistent mastery and application of knowledge, skills and strategies. There are more weaknesses than strengths
1	<b>Beginning:</b> Work at this level is minimal. It may portray a lack of understanding and use of appropriate knowledge, skills and strategies
NA	<b>Not Applicable:</b> You have not seen this use of this skill or application of this knowledge attempted in your classroom

RULE#	Guideline/Rule	Level of Proficiency		
		Knowledge Disposition	Skill	
Rule 81 (1)(a: intro)	<b>The requisite knowledge, understanding, skills, and dispositions for effective-practice related to all of the following:</b>			
Rule 81 (1)(a)(i)	Utilizing research-based models, theories, and philosophies for teaching students with an array of disabilities within different placements.			

RULE#	Guideline/Rule	Level of Proficiency		
		Knowledge Disposition	Skill	
Rule 81 (1)(a)(ii)	Assessing students with disabilities for identification and teaching.			
Rule 81 (1)(a)(iii)	Implementing accommodations and modifications for classroom, district, and statewide assessments.			
Rule 81 (1)(a)(iv)	Using assistive technology devices to increase, maintain, or improve the capabilities of students with impairments			
Rule 81 (1)(a)(v)	Communicating, consulting, and collaborating with parents/guardians, paraprofessionals, general educators, administrators, and human services personnel.			
Rule 81 (1)(a)(vi)	Developing, implementing, and evaluating individualized education programs.			
Rule 81 (1)(a)(vii)	Planning, organizing, scheduling, and conducting individualized education program team meetings, including parental and student participation.			
Rule 81 (1)(a)(viii)	Preparing students with disabilities for transitions consisting of preschool to elementary through post-secondary environments and employment.			
Rule 81 (1)(a)(ix)	Maintaining, releasing, and transferring student records according to district, state, and federal rules and policies.			
Rule 81 (1)(a)(x)	Articulating the historical and legal bases regarding special education, such as the concept of free appropriate public education, general least restrictive environment requirements, and family education and privacy rights.			
Rule 81 (1)(b)	Understanding issues of race, class, culture, religion, gender, orientation, and language related to subdivision (a) of this subrule.			
Rule 88 (1)(a: intro)	The identification of learning disabilities including:			
Rule 88 (1)(a)-1	diagnostic principles and practices;			
Rule 88 (1)(a)-2	the etiology and characteristics of learning disabilities			
Rule 88 (1)(a)-3	sociocultural, linguistic, and environmental factors influencing identification; and,			
Rule 88 (1)(a)-4	the relationship between learning disabilities and other commonly associated conditions.			
Rule 88 (1)(b: intro)-	The common manifestations of learning disabilities across the age span, including:			

RULE#	Guideline/Rule	Level of Proficiency		
		Knowledge Disposition	Skill	
Rule 88 (1)(b)-1	challenges in meeting developmental milestones in the preschool years,			
Rule 88 (1)(b)-2	problems with academic performance in literacy, math, and content areas across the K-12 spectrum,			
Rule 88 (1)(b)-3	issues of strategic performance and self-determination in older students, and			
Rule 88 (1)(b)-4	the interplay between cognition and psychosocial functioning.			
Rule 88 (1)(c: intro)	Assessing, teaching, and modifying instruction and curricula for students with learning disabilities across the K-12 continuum related to all of the following:			
Rule 88 (1)(c)(I: intro)	Administering and adapting formal and informal assessment methods for the purposes of:			
Rule 88 (1)(c)(i)-1	instructional planning, and			
Rule 88 (1)(c)(i)-2	communicating assessment results to students, their families, and other professionals.			
Rule 88 (1)(c)(ii: intro)	Developing and implementing instructional and curricular goals; monitoring and reporting the progress related to the unique needs of students with learning disabilities, including:			
Rule 88 (1)(c)(ii)-1	career/transition programs and,			
Rule 88 (1)(c)(ii)-2	access to adult role models			
Rule 88 (1)(c)(ii)-3	use of assistive technology			
Rule 88 (1)(c)(iii: intro)	Fostering competency in the areas of:			
Rule 88 (1)(c)(iii)-1	reading (word recognition and comprehension),			
Rule 88 (1)(c)(iii)-2	writing (text composition and revision, grammar, spelling, and legibility),			
Rule 88 (1)(c)(iii)-3	mathematical reasoning and calculation,.			
Rule 88 (1)(c)(iii)-4	listening, and			
Rule 88 (1)(c)(iii)-5	speaking.			

RULE#	Guideline/Rule	Level of Proficiency		
		Knowledge Disposition	Skill	
Rule 88 (1)(c)(iv: intro).11	Fostering:			
Rule 88 (1)(c)(iv)-1	study skills and test-taking skills			
Rule 88 (1)(c)(iv)-2	self-management,			
Rule 88 (1)(c)(iv)-3	problem solving,			
Rule 88 (1)(c)(iv)-4	reasoning,			
Rule 88 (1)(c)(iv)-5	coping skills, and			
Rule 88 (1)(c)(iv)-6	self-determination			
Rule 88 (1)(c)(v)	Adapting and modifying general education curricula, pedagogical approaches, and learning environments for students with learning disabilities.			
Rule 88 (1)(c)(vi)	Managing and monitoring the social, emotional, and behavioral needs of students with learning disabilities in a variety of group settings.			
Rule 88 (1)(d: intro)	Issues related to learning disabilities theory, research, and policy, including:			
Rule 88 (1)(d)-1	definition and identification;.			
Rule 88 (1)(d)-2	legislation and regulations;			
Rule 88 (1)(d)-3	pre-referral, referral and placement;			
Rule 88 (1)(d)-4	instruction and assessment of educational progress for students with learning disabilities; and,			
		<b>Total</b>	<b>Total</b>	<b>Total</b>

**Comments: Please attach additional page with Narrative**

Supervising Teacher \_\_\_\_\_ Date \_\_\_\_\_  
*Signature*

### **Assessment**

Evaluation of the student teacher throughout the term is a joint responsibility of the cooperating teacher and the field instructor. The cooperating teacher and student teacher must expect to devote regularly scheduled time to meeting with and discussing issues relevant to the classroom. The field instructor should also meet regularly with the student teacher and the cooperating teacher to discuss the student teacher's performance, responsibilities, etc. As the student teacher embarks on this new and unfamiliar activity he or she will require frequent, specific evaluation and feedback as to expectations and performance effectiveness. It is the responsibility of the cooperating teacher to provide frequent and on-going feedback to the student teacher so as to reinforce positive efforts and quickly substitute successful strategies for those that are not working effectively. As the term progresses, the role of the cooperating teacher will change gradually to allow greater self-evaluation by the student teacher. As these role changes evolve, the evaluation by both the cooperating teacher and the field instructor will become more evaluative and less frequent.

Cooperating teachers should discuss with the student teacher and the field instructor any concerns about a student teacher's professional commitment, teaching effectiveness, subject matter knowledge or attendance **as early in the term as possible and on an on-going basis.** Student teachers who initially perform below expectations often improve through corrective feedback. However, the Education Department and the cooperating teacher may decide that a student teacher should not complete student teaching in his/her assigned classroom. Student teachers who experience prolonged difficulty may be required to complete additional requirements or may not be recommended for certification.

### **Superintendent of Schools**

As administrative head of the school in which student teaching is being done, the Superintendent serves as an agent of the Board of Education and head of the professional staff of the school in promoting a Student Teaching Program which will help assure schools in Michigan of having well qualified beginning teachers and at the same time assuring local citizens of a quality program in classrooms in which student teaching is being done. Specifically, responsibilities include

- Making the Student Teaching Program known to the Board of Education.
- Working with the chair of the Education Department of the College in the evaluation and improvement of the Student Teaching Program.
- Assisting the principals of the elementary and secondary schools in the selection of those teachers who should be given responsibility of the supervising of student teachers.
- Approving specific student teaching assignments in cooperation with the College Coordinator of student teaching experiences, or delegating such authority to school principals.
- Communicating suggestions from public school faculty or the Board of Education for changes in the Student Teaching Program to the Education Department.
- Acting as the official school representative if any written contractual arrangement is made with Alma College.

### **Principal of the School**

Responsibilities of the Principal include:

- Assisting the Superintendent of Schools in responsibilities related to student teaching.
- Contacting faculty members regarding their desire to have student teachers.
- Consulting with the College Coordinator of student teaching experiences concerning the selection of the cooperating teachers. Only cooperating teachers recommended by the building principal are to be contacted by the College Coordinator.
- Assigning as cooperating teachers only those who have a record of successful teaching. Only teachers with tenure status are to be assigned student teachers except in emergency and when agreed upon by the building principal and individual teacher (and in Alma by the local education association president).
- Assuring that cooperating teachers have knowledge and proficiency with relevant Curriculum Standards, state recommended/developed tools and resources, traditional and authentic strategies for assessment, and use of assessment to guide instruction and professional development.
- Assigning not more than one student teacher to a cooperating teacher during any one public school year, unless agreed upon by the cooperating teacher (and in Alma, with approval of the local education association president or the designated representative) and the building principal.
- Recognizing that the student teacher is “one of the team” and including the student teacher in school activities so that he or she may have a total experience and begin to feel the responsibility of being a teacher.
- Being helpful to the student teacher and providing useful feedback about the classes being taught by the student teacher.
- Encouraging the student teacher to attend staff meetings and meetings with parents.
- Being aware of the total Student Teaching Program.

### **Responsibilities of the Student Teacher**

#### **For Professional Commitment**

The student teaching term is viewed as the culmination of pre-service preparation and as the best indicator of your future performance as a professional. Cooperating teachers, administrators, and Education faculty will expect you to maintain a professional level of

involvement in this experience. Student teaching will require a large time investment on your part. For example, you will need to be at school every day and keep professional teachers' hours. You will be expected to attend staff meetings and participate in school functions on a regular basis as well as to spend several hours each day developing instructional plans.

To meet your professional responsibilities and assure that your student teaching is of the highest quality, it is essential that you avoid overloading your schedule. Jobs, participation in athletics or coaching, being an officer in a campus organization, or taking additional classes are not permitted except with the express permission of the Chair of the Education Department (and a signed Activity Report).

Absences during student teaching for reasons other than illness must be very limited and approved in advance by your Field Instructor and Classroom Teacher. The Field Instructor will notify the Chair of the Education Department in advance. Student teachers who are absent more than three days during the term for **any reason** may be required to complete additional work in their classrooms.

### **To the Cooperating Teacher**

The student teacher is responsible for:

- Meeting the cooperating teacher before student teaching begins.
- Reporting when expected.
- Assisting with and gradually handling routines and procedures.
- Taking increasing responsibility for planning, instructing, classroom management and discipline, assessment and evaluation.
- Making adequate progress on the student teaching expectations and demonstrating competence in practice and professional knowledge of the MARSE.
- Sharing unit and lesson plans prior to teaching.
- Meeting with the cooperating teacher for conferences.
- Accepting guidance and professional feedback.
- Being well prepared for teaching.
- Informing the cooperating teacher of absence from class due to illness as early as possible and providing complete plans for teaching assignments missed.

## To the College Field Instructor

The student teacher is responsible for:

- Initiating communication with the field instructor regarding observations.
- Participating in individual conferences.
- Accepting guidance and professional feedback.
- Providing copies of lesson plans, prior to the field instructor's observation visits.
- Informing the field instructor of absence from class due to illness as early as possible and providing complete plans for teaching assignments missed.

## To the School

The student teacher is responsible for:

- Demonstrating professional ethics at all times.
- Cooperating with all personnel.
- Becoming acquainted with and enforcing school policies.
- Attending staff meetings.

In addition, the student teacher is responsible for attending seminars course and meeting the expectations of the student teaching program.

## Teaching Observation

\_\_\_\_\_ 1<sup>st</sup> Observation  
Video

\_\_\_\_\_ 2<sup>nd</sup> Observation

\_\_\_\_\_ Observation of

## Additional Information

### The Teaching Calendar

In the Fall Term, student teachers are expected to follow the public school rather than the College calendar after the first day of student teaching for each term. Student teachers do not take the College fall break and they follow the public school calendar for Thanksgiving recess. Note that you are not required to begin student teaching until the first day of the Fall Term at Alma College. **However, you are *strongly encouraged* to begin your student teaching experience at the same time your cooperating teacher reports back for the school year.** Participating in the setting up of the classroom and attending teacher work days offer great opportunities for getting to know your cooperating teacher, assisting with the beginning of the year planning and truly understanding back to school responsibilities. Please contact your cooperating teacher and building principal to confirm your official start date.

### Substitute Teaching

In accordance with Michigan State Board of Education policy effective September 1, 1999, Alma College student teachers may count substitute-teaching days as part of their student teaching experience. However, student teachers are only permitted to substitute teach

- in the classroom of their cooperating teacher.
- after signatures are obtained signifying approval by the cooperating teacher, the Alma College field instructor, and the school principal if on track for a positive mid-term evaluation.
- on an occasional basis.
- if it does not conflict with a class meeting on campus.

Student teachers must follow district policies and procedures for substitute teaching. It is the responsibility of the student teacher to talk with the field instructor, obtain the signatures of the cooperating teacher and principal, and return the “Policy for Substitute Teaching During the Student Teaching Commitment” form to your field instructor. The College field instructor will sign the form once an agreement has been reached between all parties. The form must be submitted to the Education Department office prior to beginning substitute teaching.

### **Criminal History Check/Fingerprinting**

Student teachers are required to have a criminal history check and LiveScan fingerprinting process completed *prior to* student teaching. Results must be valid within one year of beginning student teaching. Student teachers must register in the county RESD/ISD in which they are student teaching, if they wish to substitute teach in their classroom according to Alma College policy.

### **Felony Conviction**

Applicants for the Teacher Education Program and for Student Teaching are required to complete forms disclosing any previous criminal convictions. Such conviction may result in denial of admission to student teaching and/or teacher certification.

### **Evaluation of Student Teaching**

#### **Use of the Student Teaching Evaluation**

The Student Teacher Evaluation will be completed two different times during the student teaching term, at midterm and at the end of student teaching. It is recommended that the evaluation process include a conference between the student teacher and the cooperating teacher.

Growth may be expected to follow preparation and practice. By midterm, the student teacher should have come face to face with his or her shortcomings and should be aware of his or her strong points.

The final Student Teacher Evaluation is especially important to the student teacher since it may become a part of his or her application materials. **Cooperating teachers are asked to write a Letter of Completion** describing the classroom situations with which the student teacher worked as well as the student teacher’s special strengths. The cooperating teacher’s and the College Field Instructor’s evaluations are usually viewed as the best indicators of potential for teaching success by school systems when they hire new teachers.

#### **Dispositions Assessment**

At mid-term, each cooperating teacher will be asked to complete a dispositions assessment form and to discuss it with the student teacher. The dispositions assessment form will be made available if needed with the final evaluation.

#### **Grading**

Students are graded on a pass/fail basis. The quality of the student’s performance is determined by the cooperating teacher and the College field instructor. A grade of “S” or “F” is entered into the student’s permanent record at both mid-term and final.





# ALMA COLLEGE

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