



ALMA COLLEGE

Education Department

Student Teaching Handbook

2019-2020

The Education Department at Alma College is committed to the preparation of knowledgeable, competent, and caring education professionals who reflect critically, serve ethically, and lead intentionally in a diverse world.

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Introduction

This handbook provides a comprehensive view of the 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.

An Alma College degree is the beginning of a life-long investment in professional development with colleagues and mentors.

Our job is 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 Michigan certification must meet professional requirements including successful completion of coursework, state required tests, and student teaching. Candidates also demonstrate the ability to work successfully with students and earn the required GPAs.

Candidates who are seeking an elementary teaching certificate are required to major in Elementary Education and to successfully complete Option 1 or Option 2. Option 1: Core Subject must include either a teaching major or two teaching minors selected from the programs approved by the Michigan Department of Education, (Social Studies Group Major; Integrated Science Group Major or Group Minor; Language Arts Group Major or Group Minor; Mathematics Major or Minor.) Option 2: Comprehensive Major must include either a teaching major in Spanish; or a minor in Early

Childhood; or a major in Special Education-Learning Disabilities (K-12).

Candidates who are seeking a secondary certificate are required to major in Secondary Education and to successfully complete at least one teaching major; or a K-12 comprehensive major in music education. Detailed information concerning possible teaching majors and minors is provided in the departmental sections of the College catalog.

Candidates seeking early childhood endorsement are required to earn an elementary certificate and complete courses for an Early Childhood Education minor. Candidates working toward the Early Childhood minor will complete an additional student teaching experience generally during Spring or Summer terms (Student teaching information provided in separate packet as needed).

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. The semester of Special Education student teaching will require eight weeks of student teaching combined with intensive coursework in assessment and remediation along with a student teaching seminar. (Student teaching information provided separately as needed.)

Expectations of the Student Teaching Program

These expectations reflect the mid-term and final student teaching evaluations, and align with the Michigan InTASC Standards.

The InTASC Model Core Teaching Standards

The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), has created a set of Model Core Teaching Standards that outline what teachers should know and be able to do to ensure every PK-12 student reaches the goal of being ready to enter college or the workforce in today's world. These standards outline the principles and foundations of teaching practice that cut across all subject areas and grade levels and that all teachers share. Alma College Education students are prepared in each of the following areas of the InTASC standards:

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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 (except EDC 430, 490/491) 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.

Elementary Program Courses

Students preparing to teach at the **elementary level** are required to take the following courses:

- EDC 100: Educational Foundations I: Introduction to Diverse Learners
- EDC 120: Education Foundations II: Teaching in Context
- EDC 160: Children's Literature
- EDC 203: Child Development and Education — Field
- EDC 230: Child Development and Education
- EDC 240: Learning Environments and Reflective Teaching
- EDC 262: Mathematical Thinking and Learning
- EDC 301: Teaching Elementary Science and Social Studies — Field
- EDC 302: Teaching Elementary Language Arts and Mathematics — Field
- EDC 311: Topics Seminar A
- EDC 312: Topics Seminar B
- EDC 360: Teaching Elementary Reading and Language Arts
- EDC 361: Teaching Elementary Science
- EDC 362: Teaching Elementary Mathematics
- EDC 363: Teaching Elementary Social Studies
- EDC 370: Instructional and Assistive Technology
- EDC 373: Special Education for Classroom Teachers (not Special Education majors)
- EDC 400: Educational Foundations III: Issues and Contexts
- EDC 430e: Student Teaching Seminar
- EDC 445F: Methods in World Languages E/S
- EDC 460: Teaching the Struggling Reader
- EDC 490e/491e: Directed Teaching

The following elementary education cognate courses are also required:

- MTH 202: Mathematics for Elementary Teachers
- HUM 110: Fine Arts Education
- HST 206: Approaches to Michigan History
- HST 104: The Making of America to 1877 **or**
HST 121: American Legal History I **or**
HST 254: Colonial Americas
- IPH 271a: School Health and Physical Education
- BIO 101: Biology for Non-Majors
- PSC 101 General Physical Science, for non-Integrated Science major/minors
- ENG 225: General Linguistics

Secondary Program Courses

Students preparing for teacher certification at the **secondary level** are required to take the following courses:

- EDC 103: Foundations of Secondary Education - Field
- EDC 130: Foundations of Secondary Education
- EDC 203: Child Development and Education – Field
- EDC 230: Child Development and Education
- EDC 240: Learning Environments and Reflective Teaching
- EDC 303: Secondary Teaching Methods and Experience
- EDC 311: Topics Seminar A
- EDC 312: Topics Seminar B
- EDC 346: Teaching Reading in Middle and Senior High School
- EDC 370: Instructional and Assistive Technology
- EDC 373: Special Education for Classroom Teachers (not Special Education majors)
- EDC 430s: Student Teaching Seminar
- EDC 445F Methods in World Languages E/S
- EDC 445S Secondary Methods in Social Studies
- EDC 490s/491s: Directed Student Teaching (student teaching term)

Approval Procedure

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

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 student 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 effective teaching.
- No more than one student teacher is assigned to a cooperating teacher during one public school year unless by mutual agreement among the parties involved.
- Student teachers are involved in Directed Teaching for 14 weeks on an all-day basis. During part or all of this period, they are involved in a seminar.
- Student teachers are assigned to schools within 90 minute drive of Alma College.
- Student teaching placements are typically made starting in December for the upcoming academic year.
- Students are not placed in their home school district, or the district in which they attended school, or a district in which a family member is currently employed.
- Students also have an option to student teach through our partnership with a program in Chicago.

Responsibilities of Personnel Involved in Student Teaching

Chair of the Education Department

The Chair of the Alma College Education Department is responsible for administration of the Student Teaching Program. Specific responsibilities include:

- At the end of each term, sending to school administrators honoraria for cooperating teachers who participate in the program.
- Continually evaluating the student teaching program data and making suggestions for program improvement to the appropriate personnel; e.g., College administrators, school administrators, Education Department faculty and staff or cooperating teachers.
- Receiving suggestions from College and school personnel as well as student teachers and former student teachers for improvements in the Student Teaching Program.
- Evaluating these suggestions and recommending changes when deemed advisable.
- Receiving applications for student teaching and ensuring that these are processed by the Teacher Education Department.
- Notifying all students whose application or requests have been turned down by the Teacher Education Department at any stage of the program.
- Planning for and calling meetings of cooperating teachers when deemed necessary for the benefit of the student teaching program.

Coordinator of Student Teaching Experiences

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

- 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 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.
- With Chair, selects, trains, mentors and supervises field instructors.
- 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 InTASC Standards for Michigan Teachers.
- 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 select teachers they believe 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 standards and benchmarks, including Career and College Ready Standards and Common Core Standards, as appropriate.

Specific suggestions regarding responsibilities will be discussed with individual cooperating teachers as needs arise. However, following are a few general responsibilities and specific tasks which the cooperating teacher assumes (see pages 10-13).

General Responsibilities of the Cooperating Teacher

1. Attend the Orientation Workshop and Final Celebration Event.
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 like 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 InTASC 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 had experiences in at least three classrooms 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, students can evaluate their 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 the 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, teacher's 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 and school and classroom technology policies
 - 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 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 your College Field Instructor 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

- Planning and teaching individual lessons (based on Curriculum Standards, and classroom goals, and in part on original ideas).
- Planning and teaching units of instruction (based on Curriculum Standards, and classroom goals, and in part on original ideas).
- Student teacher self-study
- Student teacher notebook
- One teaching video and reflection
- Assessing student learning, including pre-post-evaluations, and determining grades.
- Assuming responsibility for classroom management and discipline.
- Communicating with and developing activities for involving parents.
- Integrating technology into learning activities and in managing instruction and assessment (e.g., interactive software for learning activities, learning management systems, etc.)
- Attending school and team meetings and staff development activities.

Recommended

- Evaluating and selecting curriculum materials.
- Participating in an individualized education planning committee meeting.
- One administrator teaching evaluation

Suggested Timetable of Student Teaching Activities

Weeks 0-2	Weeks 3-8	Weeks 9-12	Weeks 13-14
<ol style="list-style-type: none">1. Begin planning initial lessons.2. Assist individual students.3. Prepare visual aids and other materials for teacher use4. Locate resource materials for teacher use.5. Correct, grade and return student papers.6. Keep attendance records.7. Assist with extra-curricular activities.	<ol style="list-style-type: none">1. Begin teaching segments of lessons with teacher or lessons under the teacher's supervision.2. As teaching progresses satisfactorily, assume responsibility for an entire subject and class period.3. Add additional class periods and then subjects as teaching proceeds satisfactorily.	<ol style="list-style-type: none">1. Assist with parent conferences.2. Assume responsibility for 3-4 preparations and 4-5 class periods.3. Take full responsibility for all evaluations in classes under the student teacher's control.	<ol style="list-style-type: none">1. Gradually relinquish responsibility for sections, followed by classes2. Observe in other classes for two or three half days.

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 student teachers embark on this new and unfamiliar activity, they 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 the 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.
- 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 student teachers are “one of the team” and including them in school activities so that they 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 written 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. 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 Michigan InTASC Standards.
- 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 the student teaching seminar and meeting the expectations of the student teaching program.

Student Teaching Requirements

- _____ 1. Notebook and reflections
- _____ 2. Epstein Strategies (two)
- _____ 3. Website with at least five links
- _____ 4. Professional Portfolio
- _____ 5. Professional Evaluation – Principal or designee
- _____ 6. Student Survey
- _____ 7. Substitute Teaching Form submitted

The following are required to be uploaded to Tk20:

- _____ 8. InTASC Assignment
- _____ 9. Pre-Post Assessment of Learning
- _____ 10. Self-Study
- _____ 11. Lesson Plan
- _____ 12. Unit Plan
- _____ 13. Video a lesson; Write a reflection

Teaching Observations

- _____ 1st Observation
- _____ 2nd Observation
- _____ 3rd Observation
- _____ 4th Observation
- _____ 5th Observation
- _____ Observation of Video

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.

In the Winter Term, student teachers follow the public school calendar for spring break and holidays. Student teachers are not excused for the College winter break. Special arrangements for campus housing must be made for that period. Instructions about this are given to student teachers prior to the beginning of the Winter Term. Student teachers may be excused from their classrooms for Honors Day presentations (Winter term). School districts may vary their start dates after the holiday. Note that you are not required to begin student teaching until the first day of college classes. **However, you are *strongly encouraged* to begin your student teaching experience on the first day that teachers report, if different.** Teacher work days offer wonderful opportunities for getting to know your cooperating teacher and assisting with classroom planning. Also, beginning with students following the holiday break has several advantages. 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, for Student Teaching and for recommendation for certification 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 includes a conference between the student teacher and the cooperating teacher.

Growth may be expected to follow preparation and practice. By midterm, student teachers should have come face to face with their shortcomings and should be aware of their strong points.

Student teachers are expected to have the opportunity to demonstrate proficiency on all indicators on the final evaluation, and therefore no N/A ratings should be given. Additionally, there are further minimum proficiency requirements outlined on the form.

The final Student Teacher Evaluation is especially important to the student teacher since it may become a part of their application materials. **Cooperating teachers are asked to write a Letter of Completion or Recommendation** 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

Education Department

Student Teaching Evaluation

Student Teacher:

Cooperating Teacher:

Grade Level(s) Taught:

Subject(s) Taught:

School:

School District:

Term of Student Teaching: Fall Winter Spring Summer Year:

Alma College Field Instructor:

Date Evaluation Completed:

PURPOSE:

- To evaluate the student teacher candidate during student teaching
- To conduct educator preparation program analysis for continuous program improvement

INSTRUCTIONS:

Directions to the candidate:

Please review and discuss this evaluation at the midterm and at the final evaluation once it's completed by your cooperating teacher/s and the field instructor. The instructor provides a pass/fail grad at midterm (EDC 490) and at the final (EDC 491).

Directions to the cooperating teacher and the field instructor:

Please carefully read the definition of each rating. Then read each indicator and rate the teacher candidate as if they were a beginning teacher. Use the comment sections for clarification, elaboration, examples and feedback.

When completed at midterm, please review and discuss the ratings with the Student Teacher candidate. When completed as the final evaluation, please review and discuss the ratings with the Student Teacher candidate.

NOTE: In order to pass student teaching, a successful Student Teacher candidate will receive not more than two "Inconsistently Meets" in each of the seven sections of the evaluation, not accumulate more than four "Inconsistently Meets" total, and not receive any "Does Not Meet" scores.

For additional information about and/or support for using this form, please consult the Student Teaching Handbook or contact the Alma College Education Department directly.

Please rate the teacher candidate as if rating a beginning teacher.

Rating Scale:

3 – Exceeds Expectations: The student teacher exceeds expectations -- consistently functions at the level of a successful professional educator and requires little or no supervision or guidance.

2 – Meets Expectations: The student teacher meets expectations – is aware, informed, competent, and is usually able to function independently, make judgements, and reflect on progress. Deficiencies are likely the result of inexperience, but they possess the tools for professional growth in this area.

1 – Inconsistently Meets Expectations: The student teacher inconsistently meets expectations – requires regular supervision and guidance, and currently may lack some necessary skills and understanding. There is the potential to make professional growth.

0 – Does Not Meet Expectations: The student teacher failed to meet expectations. They do not complete the responsibilities at a level expected of a student teacher.

N.A. - Not Observable: The student teacher did not have an opportunity to demonstrate knowledge and skills in this area through no fault of their own. **[Please do not complete N.A. on the Final Evaluation]** It is expected that the student will have had the opportunity to demonstrate their ability to meet all the criteria during the term.

This evaluation will be available to the teacher candidate and will be used for Alma College Education Department purposes. Numbers in parentheses represent Michigan InTASC Standards reflected in the stated Expectations.

Criterion	3 Exceeds	2 Meets	1 Inconsistently Meets	0 Does Not Meet	N.A. Not Observable
Learners & Learning					
1. The candidate understands and takes into consideration how learners grow and develop (cognitively, linguistically, socially, emotionally, and physically) in designing and implementing developmentally appropriate learning experiences. (InTASC 1, 2, 3)					
2. The candidate understands learning processes and uses them to help students construct knowledge and meaning, acquire skills, and develop critical thinking. (InTASC 1)					
3. The candidate establishes and maintains a productive, safe, orderly environment that supports individual and collaborative learning and promotes positive social interaction. (InTASC 3)					
4. The candidate understands, identifies, respects, and accommodates individual and group differences such as learning styles, abilities, cultures, SES and language; including appropriate accommodations and modifications to the curriculum and assessments. (InTASC 1, 2)					
5. The candidate addresses learners' prior knowledge, experiences and misconceptions to make connections and build accurate conceptual understanding. (InTASC 1, 2)					
Comments:					

Criterion	3 Exceeds	2 Meets	1 Inconsistently Meets	0 Does Not Meet	N.A. Not Observable
Content Knowledge					
6. The candidate understands the central concepts, tools of inquiry, language and structures of the discipline(s) he or she teaches and accurately represents these. (InTASC 4)					
7. The candidate creates learning opportunities that make key aspects of the discipline accessible and meaningful for learners. (InTASC 4, 5)					
8. The candidate knows the content well enough to evaluate available materials and provide supplementary resources, meaningful examples, multiple representations and engaging activities to ensure relevance for all learners. (InTASC 4, 5)					
9. The candidate demonstrates a breadth of knowledge that allows him/her to make interdisciplinary and real world connections. (InTASC 5)					
10. The candidate has a deep knowledge of content standards and learning progressions in the discipline(s) he or she teaches. (InTASC 4, 7)					
11. The candidate demonstrates and models effective and professional communication skills—oral, written and nonverbal.					
Comments:					
Instructional Practices					
<i>Assessment</i>					
12. The candidate successfully conducts valid, reliable and appropriate formative and summative assessments that gather evidence of learning aligned with objectives, CCR and state standards and instruction. (InTASC 6)					

Sample only

Sample only

Criterion	3 Exceeds	2 Meets	1 Inconsistently Meets	0 Does Not Meet	N.A. Not Observable
13. The candidate uses technology and other tools to effectively analyze and use various types of assessment data to identify and address learning needs and inform instruction for all students, including those with special learning needs. (InTASC 6) (CAEP 1.5)					
14. The candidate provides specific timely and constructive feedback to guide student progress and documents learner progress for various audiences and purposes. (InTASC 6)	<i>Sample only</i>				
<i>Planning</i>					
15. The candidate makes short- and long-term plans that include a carefully organized sequence of opportunities for student learning with appropriate questions, examples, activities and resources to aid in understanding. (InTASC 7)					
16. The candidate bases planning on student prior knowledge and interests, curricular goals, key concepts and skills, and current CCR/state standards. (InTASC 7) (CAEP 1.3, 1.4)					
17. The candidate is prepared and organized for instruction including appropriate groupings, physical environment arrangements, resources, digital tools, and special needs accommodations/modifications. (CAEP 1.5)	<i>Sample only</i>				
18. The candidate shows the ability to think creatively in planning for classroom experiences.					
<i>Instruction</i>					
19. The candidate knows and effectively uses a variety of evidence-based and developmentally appropriate instructional strategies and resources, including technology, to meet the needs of diverse learners. (InTASC 7, 8) (CAEP 1.5)					

Criterion	3 Exceeds	2 Meets	1 Inconsistently Meets	0 Does Not Meet	N.A. Not Observable
20. The candidate demonstrates reflective practice that allows for the adjustment and revision of lessons based on student needs, assessment and circumstances. (InTASC 7, 8) (CAEP 1.2)					
21. The candidate supports student learning of key concepts and processes through the use of questions, prompts, cues, examples, representations, connections and appropriate discourse patterns that engage and motivate learners. (InTASC 7, 8)					
22. The candidate develops and maintains effective classroom norms and management techniques. (InTASC 7, 8)					
Comments:					
Professional Responsibilities					
23. The candidate is able to set goals and make plans for professional growth based on feedback, performance data, reflection and self-evaluation. (InTASC 9)					
24. The candidate independently and collaboratively uses a variety of data sources to analyze practice and evaluate learning in order to improve instruction. (InTASC 9) (CAEP 1.2)					
25. The candidate collaborates with other teachers, administrators, and support staff to enhance student learning and well-being. (InTASC 10)					
26. The candidate is sensitive to various learner backgrounds, while acknowledging personal biases and frames of reference, and collaborates well with families and communities. (InTASC 9)					
27. The candidate engages in meaningful and appropriate professional learning experiences. (InTASC 9)					
28. The candidate acts in accordance with legal, ethical and professional practices and policies. (InTASC 9) (CAEP 3.6)					

Sample only

Sample only

Criterion	3 Exceeds	2 Meets	1 Inconsistently Meets	0 Does Not Meet	N.A. Not Observable
29. The candidate understands and follows district policies including maintaining accurate records in a timely manner. (InTASC 10)					
Comments:					

In order to pass student teaching, a successful teacher candidate will receive not more than two “Inconsistently Meets” in each of the seven sections of the evaluation, not accumulate more than four “Inconsistently Meets” total, and receive no “Does Not Meet” scores.

Yes No Based on observation of classroom teaching, I believe this student teacher has demonstrated readiness for certification.

Yes No I have discussed this evaluation with the student teacher.

Signed by: _____

Title: _____

Date Evaluation Completed: _____

2019-2020 Student Teaching Calendar

Fall 2019

August	26	Monday	Public Schools Begin Sessions (varies between districts; student teachers should be in contact with their cooperating teachers)
Or September	3	Tuesday	
September	3	Tuesday	Alma College Classes Begin; Student Teaching Term courses begin
September	11	Wednesday	Workshop for F19 Student Teachers and Cooperating Teachers
September	13	Friday	Last Day to Add 14-Week Class
October	11	Wednesday	Midterm Evaluation and Dispositions Assessment Due on Tk20
October	25	Friday	Last Day to Add a 2nd 7-Week Class; Last Day to Drop a 14-Week Class
November	15	Friday	Last Day to Drop a 2nd 7-Week Class
December	9	Monday	Final Evaluation and Letter of Completion Due on Tk20 for CTs Fall Term Examinations Begin
December	10	Tuesday	Education Culminating Event and Mock Interviews (student teachers, cooperating teachers, optional for Educational Studies interns) Seminar assignments due on Tk20 at 11:55 p.m. for Student Teachers
December	13	Friday	Fall Term Examinations End; Last Day of Student Teaching

Winter 2020

January	6	Monday	Public Schools Begin Sessions (varies between districts; student teachers should be in contact with their cooperating teachers) Alma College Classes Begin; Student Teaching Term courses begin
January	15	Wednesday	Workshop for W20 Student Teachers and Cooperating Teachers
January	17	Friday	Last Day to Add a 14-Week Class
February	20	Thursday	Midterm Evaluation and Dispositions Assessment Due on Tk20
March	6	Friday	Last Day to Add a 2nd 7-Week Class; Last Day to Drop a 14-Week Class
March	27	Friday	Last Day to Drop a 2nd 7-Week Class
April	2	Thursday	Honors Day
April	13	Monday	Final Evaluation and Letter of Completion Due on Tk20 for CTs Winter Term Examinations Begin
April	14	Tuesday	Education Culminating Event and Mock Interviews (student teachers, cooperating teachers, optional for Educational Studies interns) Seminar assignments due on Tk20 at 11:55 p.m. for Student Teachers
April	17	Friday	Winter Term Examinations End; Last Day of Student Teaching
April	18	Saturday	Commencement, 2 p.m.



ALMA COLLEGE
Education Department

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