

2012-2013

Teacher Education Program Handbook



Albion
College

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Section 1 **TEACHER EDUCATION PROGRAM**

1.1.0 **Overview of Teacher Education Program**

1.1.1 **Program Philosophy**

The mission of the Education Department is to educate scholarly practitioners that examine the purpose of schooling and the relationship between school and society. Grounded in the liberal arts traditions and situated in a richly diverse community, the Albion College Teacher Education Program (TEP) fosters the development of moral and ethical teacher-scholars who advocate for learners' intellectual and personal growth as well as positive societal change. Prospective teachers (students) and department faculty are committed to challenging, broadening and deepening their learning-centered practice by focusing on self-reflections, life-long learning, multicultural education, and interdisciplinary curriculum building. Together, as democratic learning communities, we analyze and confront social, political, psychological, and economic problems as we teach disciplinary knowledge in diverse school settings.

Five habits of mind guide faculty and students to accomplish this mission. These are:

1. To be thoughtful and caring learner-teachers, open and eager to know, be known, and respect self and others;
2. To be curious, critically thinking risk-takers and problem-solvers;
3. To be perspective-takers, seeking out, valuing and incorporating different viewpoints and positions about learners, learning, teaching and subject matter;
4. To be child and youth advocates, desiring a more fair, equitable and democratic society; and,
5. To be morally, ethically-grounded deliberators, living and working with diverse individuals with integrity.

1.1.2 **Teacher Education Program Requirements**

Although it is anticipated that students will follow the academic catalog of entry, changes in certification requirements as determined by the Michigan Department of Education (MDE) and/or in requirements set by the Education Department may necessitate changes in policies described in this handbook and in the academic catalog. When such changes are implemented, efforts will be made to provide as smooth a transition to the new requirements as possible. Students interested in the TEP are required to attend an orientation session and are always welcome to schedule an appointment with faculty and staff in the Education Department.

1.1.3 **Residential, Undergraduate Liberal Arts Education**

The TEP at Albion College recommends its eligible graduates to the MDE for initial certifications to teach in elementary, secondary, or K-12 public schools. In order to fulfill this mission, the TEP is offered as a concentration—a special interdisciplinary focus that combines the best of rigorous liberal arts study and pre-professional experience—with the individually chosen undergraduate degree. Prospective teachers

must meet Albion College graduation and TEP requirements, as well as all state-mandated certification requirements (i.e. valid adult and child CPR and First Aid certification from an MDE approved list of providers and passage of the appropriate Michigan Tests for Teacher Certification, (see section 1.6.1 for more detail) in order to be recommended for provisional certification to the MDE. Our faculty and staff are indeed committed to assisting Albion College alumni regarding certification issues when appropriate. However, our TEP is not a post-baccalaureate certification program, and is not designed to recommend additional endorsements to existing Michigan certificates. All certification questions may be directed to the Certification Officer.

1.1.4 **Community of Practice**

Prospective teachers are expected to take initiative in their own professional growth and development by demonstrating sustained interest in learning about their chosen field and pursuing opportunities to become involved and develop leadership. Regular participation and attendance in the Capstone Symposium on Teaching and any special events or speakers for the TEP is an expectation for all. Also, prospective teachers are encouraged to consider general volunteering for programs in local schools and community, coaching, mentoring, and developing service learning projects as excellent professional development opportunities. The Fritz Shurmur Center for Teacher Development (FSCTD) supports professional development activities and prospective teachers admitted to the TEP are expected to participate in professional conferences and workshops to the extent possible.

1.1.5 **Advising**

Prospective teachers enrolled in EDUC 202 are assigned a faculty adviser from the Education Department—this TEP adviser is in addition to the regular College adviser. TEP advising occurs two weeks prior to traditional College advising and is mandatory each semester—individuals who are abroad or off-campus are requested to maintain advising contact through Email. Advising appointments are designed to provide support for setting educational goals. Advisers will review TEP requirements, apprise prospective teachers of relevant TEP policy and assist them in working through the course selection process. Prospective teachers are expected to take the initiative to request supplemental advising appointments when necessary and to take ownership of their own education. Occasionally, individuals who wish to request an exception to a department policy may choose to petition the education department to do so. Close consultation with the TEP adviser is required (see section 2.13 for further description of the petition process.)

1.1.6 **TEP Coursework at Albion College**

Occasionally prospective teachers may wish to take a course at another institution for transfer credit. Education coursework from other institutions is not accepted for substitution of required certification coursework. In other words an EDUC course elsewhere cannot substitute for an EDUC course at Albion College. The TEP is approved as a whole by the MDE; therefore, it is important that the entire sequence of TEP coursework is completed at Albion College. Similarly, maintaining a <3.0> GPA in the major and minor/planned program is a requirement for program

admission, and transfer credit does not calculate into the respective GPA(s), and it is expected that the majority of courses for the teaching major and teaching minor/planned program be completed at Albion College. The Education Department will work with transfer students to the extent possible to accommodate particular needs. If an individual takes a course at Albion College and receives a grade less than <2.0>, the course may only be retaken at Albion College to replace the low grade.

1.1.7 **Numeric Grade**

All coursework must be taken for a numeric grade, except for courses only offered on a credit/no credit basis. With the exception of the student teaching internship and .25 unit courses for integrated science majors (EDUC 374, 375, 376, and 377), all education coursework required for certification, which includes a students' major and minor/planned program coursework, needs to be taken for a numeric grade. The PSYC 251 grade applies to the elementary concentration planned program GPA and the secondary or K-12 concentration GPA.

1.1.8 **Field Experience**

Field experience in classrooms and/or other educational settings is an integral part of each TEP course—pre-admission through student teaching—and is carefully monitored through ongoing communication with mentor teachers, field supervision, video analysis and reflection, and formal and informal assessment and communication with the TEP Field Placement Coordinator. Upon completing the TEP, graduates will have acquired approximately 700 hours of field experiences. Field experience placements have been intentionally designed to scaffold the level of interaction and responsibility of prospective teachers as they progress through the TEP (see 4.1.9 for further description). The TEP Field Placement Coordinator will request pertinent information, communicate with the schools and confirm each placement. Prospective teachers are expected to initiate conversations with their cooperating teachers regarding expectations, scheduling, classroom protocols, content requirements and TEP assignments. Flexibility and adaptability to varying school cultures, teaching styles and classroom dynamics is an essential learning goal of all field experience placements. Placements will reflect the developmental and conceptual expectations of each course, as well as ensure diverse experiences in rural, urban and suburban school districts within a 30 mile radius of Albion. The elementary concentration provides experiences in early and upper elementary settings as well as middle school. The K-12 concentration provides field experiences in elementary, middle and high school settings. The secondary concentration provides experiences in middle and high school settings. Field experiences in classrooms and schools typically occur two hours per week, between 7:30am-4:30pm, Monday-Friday. Prospective teachers may not apply time spent in one field placement for more than one class at a time (i.e., double counting is prohibited). In case of an unexpected absence, tardiness, or unavoidable schedule conflict, prospective teachers are required to contact the cooperating teacher by phone and Email, with as much advance notice as possible. The course instructor must also be notified.

Prospective teachers are responsible for initiating contact, arranging a weekly schedule, communicating regularly, building rapport with learners and school personnel, and making connections to coursework. Regular and punctual attendances, a positive attitude, a willingness to take risks, proactive communication and courtesy to others are essential aspects of a successful field experience.

Inability to complete a field experience, or demonstrate appropriate levels of responsibility and professionalism, may be cause for negative course evaluation, the need to repeat an entire course or portion of a course, or discontinuation in the TEP. Mentor teachers and principals are responsible for serving the needs of their K-12 learners and may choose to terminate a field placement at any time during the semester at their discretion.

1.1.9 **Michigan Department of Education Expectations**

Prospective teachers are expected to adhere to the Michigan Professional Educator's Code of Ethics

(http://www.michigan.gov/documents/EducatorsCodeof_Ethics_12_84324_7.18.03.PDF) and demonstrate appropriate progress and mastery of both the Professional Standards for Michigan Teachers

(http://www.michigan.gov/documents/mde/PSMT_SBE_Approved_5.13.08WebA_236811_7.pdf) and Common Core State Academic Standards for their teaching

area(s) (http://michigan.gov/mde/0,1607,7-140-6530_30334_51042-232021-.00.html). TEP students are also expected to critically reflect on their planning and practice relative to the Universal Design for Learning

(http://www.michigan.gov/documents/UnivEdBrochureFINAL_incl_152066_7_Glossary_03-02-06a.pdf). These themes are integrated throughout the professional sequence courses.

1.1.10 **Criminal History Check and Internet Criminal History Access Tool**

In order to maintain compliance with the MDE, students are required to fill out a criminal history check form (see Appendix 4.1.2) and attach their Internet Criminal History Access Tool (ICHAT) search results

from (<http://apps.michigan.gov/ICHAT/Home.aspx>) three different times: (1) at the start of EDUC 203, (2) application to the Program in EDUC 202 and (3) before recommendation for certification. The ICHAT costs \$10 per search (\$30 total cost).

The FSCTD will reimburse accepted students for their last two searches (a reimbursement form is available from the Certification Officer). Any change in conviction status while enrolled in the TEP must be reported to the Certification Officer and Education Department chair immediately.

1.1.11 **Michigan Tests for Teacher Certification (MTTC)**

Registration Information: Original score reports must be sent directly to Albion College (Institution Code 02) from the MTTC—please indicate on all test registration forms that scores should be sent directly to Albion College. In addition, please maintain copies of your scores for your own files for your future reference.

We are prohibited from sharing copies of reports and scores with individuals. Cost, dates, study guides and site information are available on-line

<http://www.mttc.nesinc.com>.

All education concentrations: Act 267 of Public Acts of 1986 requires that all students seeking to enroll in student teaching in any Michigan teacher education program must take and pass all sections (reading, math and writing) of the Basic Skills Test (test code 096) administered by the MTTC. This test should be taken during the first year, and no later than the sophomore year, prior applying for admission to the TEP. Also, the Education Department facilitates a free test review session each semester (usually in October and April); the Certification Officer will announce the schedule for these hour-long sessions via Email.

Elementary Certification Concentration: The MTTC Elementary Education tests (test codes 103, 104) are a requirement for all prospective teachers seeking an elementary certificate. These are aligned with the Elementary Certification Program Standards (2008), and will be offered for the first time, October 2013. If individuals wish to be eligible to teach middle school (i.e., grades 6, 7, 8), then they have the option to take an additional MTTC test for the teaching major.

July 2013 is the last time the 083 test will be offered. If relevant to you, it is important to work closely with the Certification Officer and faculty advisers to ensure that you are prepared for this transition.

K–12 and Secondary Certification Concentrations: The MTTC subject area tests for both the teaching major and teaching minor are requirements for all prospective teachers seeking K–12 and/or secondary certification. (Note: individuals with a music teaching major need only pass the music test (test code 099), unless they have a non-music teaching minor). Please contact Modern Languages and Cultures Department chair for more information. Further, individuals seeking K–12 Certification in French, German and Spanish are also required to receive a minimum score of *Advanced Low* on the *American Council on the Teaching of Foreign Language's* (ACTFL) Oral Proficiency Interview (<http://www.actfl.org/i4a/pages/index.cfm?pageid=3348>) in addition to passing appropriate MTTC subject area exams.

1.2.0

Pre-Admission to Teacher Education Program

1.2.1 **Orientation Sessions**

A minimum of three orientation sessions are offered each semester by the Fritz Shurmur Center for Teacher Development and Education Department. Attendance at one session is mandatory for all individuals planning to apply to the TEP. The hour-long session includes information about TEP requirements, courses, Maymester/Boundary Crossings, student teaching internship, and Capstone. Questions are welcome.

1.2.2 **EDUC 202 & 203**

Foundational Contexts of Education (1) fall, spring (EDUC 202). Prerequisite: Sophomore standing. An overview of the historical, social, political, multicultural and philosophical foundations of education. Provides the larger conceptual perspectives necessary for studying teaching, learning and education and critically examines the relationship among teachers, schools and society.

Processes in Learning and Teaching (1) fall, spring (EDUC 203). Prerequisite: EDUC 202; cumulative GPA 2.7. Special registration with Education Department. Second course for individuals interested in teacher education. Emphasizes understanding and application of four processes: (1) observation, (2) inquiry, (3) reflection/assessment, and (4) connection/creativity in the context of Universal Design for Learning. Includes special education field study in area schools and application for admission to the TEP. These processes are essential in understanding and supporting personal and professional growth and in understanding teaching and learning in diverse K-12 classrooms. These processes, along with issues of personal and professional growth, are explored in greater depth in all subsequent courses.

1.3.0 **Admission to Teacher Education Program**

1.3.1 **Applications for Admission**

EDUC 202, 203, 247 and 259, as well as IDY 262 and SCI 285, are courses that may be taken prior to admission to the TEP. Individuals must apply and be officially admitted to the TEP in order to enroll in courses at the 300 level and above. All admission requirements must be satisfactorily met in order for students to be officially admitted to the program. A complete list of admission requirements can be obtained directly from the Education Department. Students are invited to apply to the program during EDUC 203. Applications are due by noon on the Friday following either Fall or Spring Break. At the time of admission, applicants are expected to choose either an elementary, a K12 or secondary concentration and a teaching major (and teaching minor for K-12 and secondary only). The Education Department Admissions Committee will meet to review applications at mid-semester (October, March) and at the completion of each semester, after grades are submitted (January, June). It is important that interested individuals plan ahead and communicate promptly with a TEP adviser and the Education Department chair because incomplete files will not be reviewed.

1.3.2 **Acceptance Status**

Applicants who have met or exceeded all requirements and standards for admission to TEP will receive notification of their acceptance via Email. Upon admission, individuals are eligible for specialized opportunities (e.g., *Fritz Shurmur Practicum Mentorship*, *International Education Practicum*) sponsored by both the Fritz Shurmur Center for Teacher Development and Ferguson Center for Technology-Aided Teaching and Learning.

1.3.3 **Pending Status**

An applicant whose admission decision is pending, due to requirements not satisfactorily met, may wish to request that his/her file remain active for review the subsequent semester. This requires written notification via Email to the Education Department Certification Officer and department chair. In addition to an explicit request for the Education Department to keep the file on active status for review the following semester, the notification must contain a specific plan for addressing any outstanding application requirements (e.g., low GPA, documentation for volunteer service). Although this is not a formal petition, consultation with an TEP adviser is

advised. Notification to the Certification Officer and department chair must occur no later than January 15 for fall semester applications and June 15 for spring semester applications. Those who do not send a written request to the Certification Officer will be assumed to be disinterested in continuing the TEP and their file will be considered inactive and withdrawn. Further, individuals may only make the written request for their application file to be kept active for a maximum of two semesters. After two semesters, applications will be considered inactive and withdrawn from further consideration by the Education Department Admissions Committee.

1.3.4 **Probation Status**

Prospective teachers who have been officially accepted to the TEP but subsequently have not been able to maintain GPA, or other, requirements in one or more areas are placed on probation status and required to petition in order to continue taking TEP courses. Individuals on probation should consult closely with their TEP adviser during the petition process. The Education Department will evaluate the merits of the petition and the particular plan to take 300 level and above program courses as well as address the probation issue(s) before approving or denying the request. Individuals may remain on probationary status for a maximum of two semesters. In the event an individual does not fulfill all admission expectations and achieve good standing after a second semester on probation, he/she will no longer be eligible to remedy the probation status. Prospective teachers placed on probation the semester immediately preceding the student teaching internship will be considered ineligible to student teach.

1.4.0 **Professional Sequence**

1.4.1 **Professional Sequence Courses**

Upon completion of pre-admission coursework, prospective teachers will specialize in one of three different concentrations (elementary, K-12, or secondary) leading to certification. Courses are tailored to meet developmentally appropriate content and professional expectations.

1.4.2 **Elementary Professional Sequence**

Individuals accepted for elementary concentration must:

- Complete a departmental teaching major of at least eight units; a planned program of at least six-and-a-half units; and, sequence pedagogy courses and graduation requirements. The requirements for the planned program will vary slightly, depending upon a student's teaching major.
- Complete all other requirements as specified by the Education Department.

Elementary Certification Program			
English language arts	integrated science	mathematics	social studies
<p>Prerequisite courses: ENGL 101; PSYC 101; science with a lab (may be BIOL 195, CHEM 107, GEOL 101 or 103; or PHYS 105) except for integrated science majors who science lab is covered in their major.</p>			
MATH 104 (1)	ENGL 203* (1)	HIST 131 (1)	MATH 104 (1)
HIST 131 (1)	ENGL 348 (1)	IDY 262 (1)	IDY 262 (1)
IDY 262 (1)	HIST 131 (1)	PSYC 251 (1)	PSYC 251 (1)
PSYC 251 (1)	IDY 262 (1)	ENGL 203* (1)	ENGL 203* (1)
SCI 285 (1)	MATH 104 (1)	ENGL 348 (1)	ENGL 348 (1)
ENGL 348 (1)	EDUC 319 (.5)	EDUC 319 (.5)	EDUC 319 (.5)
EDUC 319 (.5)	PSYC 251 (1)	SCI 285 (1)	SCI 285 (1)
Planned Program	Planned Program	Planned Program	Planned Program
<p>EDUC 202 (1); EDUC 203 (1); EDUC 247 (.5); EDUC 259 (1); EDUC 371 (1); EDUC 372 (.5); EDUC 396 (1)* *; EDUC 421 (3); and, EDUC 431 (1) Professional Sequence</p>			

- * Either ENGL 101H or ENLG 203 satisfies planned program requirement.
- ** Course meets intermittently through spring semester and intensively for three weeks in May; requires residence on campus and is considered part of spring semester registration.

1.4.3 K-12 Professional Sequence

Individuals accepted for K-12 concentration in music, and French, German or Spanish must:

- Complete a teaching major of at least eight units;
- Complete a teaching minor of at least five units;
- Complete a sequence of relevant pedagogy courses (K-12 French, German and Spanish also required to take EDUC 371).
- Complete all other requirements as specified by the Education Department.

K-12 Concentration			
Year	Fall	Spring	Summer
First Year	PSYC 101 (1)		
Sophomore	EDUC 202 (1) PSYC 251 (1)	EDUC 203 (1)	
Junior	EDUC 338/9 or 348/9 or 358/9 (1) or 371 if word language	EDUC 396 (1)*	
Senior	EDUC 373 (1)	EDUC 423 (3) EDUC 432 (1)	

*EDUC 396 meets intensively for several weeks in May, and requires residence on campus; students register for this as spring semester course.

1.4.4 Secondary Professional Sequence

Individuals accepted for the secondary concentration (biology; chemistry; earth science; English; French; German; health (minor); history; math; physics; political science; psychology; social studies; Spanish)

- Complete a teachable major of at least eight units;
- Complete a teachable minor of at least five units;
- Complete a sequence of pedagogy courses in their areas of certification (either EDUC 338/9; EDUC 348/9; EDUC 358/9). Individuals with a humanities (English and the world languages—French, German, Spanish) major and minor take 339, those with a social science (history, political science, psychology) major and minor take 349, and those with a mathematics/science (biology, chemistry, geology/earth science, physics, mathematics) major and minor take 359. Individuals with major and minors split between humanities, social science, and/or mathematics/science take the appropriate combination of 338, 348, and 358. Music education pedagogy courses are offered in that department. (Students should consult with their TEP adviser and/or the Certification Officer to ensure they are taking the correct pedagogy courses.) and;
- Complete all other requirements as specified by the Education Department.

Secondary Concentration			
Year	Fall	Spring	Summer
First Year	PSYC 101 (1)		
Sophomore	EDUC 202 (1) PSYC 251 (1)	EDUC 203 (1)	
Junior	EDUC 338/9 or 348/9 or 358/9 (1)	EDUC 397 (1)*	
Senior	EDUC 373 (1)	EDUC 422 or 423 (3) EDUC 432 (1)	

*EDUC 396 meets intensively for several weeks in May, and requires residence on campus; students register for this as spring semester course.

1.4.5 **Boundary Crossings**

EDUC 396/7 *Boundary Crossings in Elementary/Secondary Schools* is a one unit course taken during the spring semester, in which prospective teachers are expected to demonstrate commitment to their K-12 learners and professional regard for their mentor teacher and public schools. This also requires prospective teachers to live on campus and teach in the public schools for several additional weeks after the traditional semester (aka *the Maymester*). The College provides housing facilities with kitchens for students. Students are required to pay for housing and board for these additional weeks; however, the cost of housing may be added onto the spring semester tuition fee. Contact the Director of Residential Life prior to the spring semester to indicate this preference. (Please note this option is non-refundable). EDUC 396/7 requires an intensive investment in full-day participation at a local school as well as attendance at afternoon and evening seminars in May. Prospective teachers will not have time in their schedules for other commitments and should plan ahead. Individuals who wish to procure their own housing arrangement during May must receive a waiver form from the Education Department that confirms that the expectations of Maymester are understood and will be upheld.

1.5.0 **Application for Student Teaching**

1.5.1 **Application Process**

The student teaching internship may occur during the fall or spring semester. Prospective teachers apply for student teaching the year preceding the internship. Applications may be obtained directly from a TEP adviser or the department secretary. Students apply well in advance of the actual semester of student teaching, in order to insure an appropriate placement is available. Therefore, completed applications are due to the Field Placement Coordinator, or department secretary, by the Friday of the first week of spring semester (January) for all placements during the following academic year. The application process requires demonstration of commitment to professionalism, an autobiographical statement, and completed application form.

Confirmation of a student teaching placement does not mean that prospective teachers are automatically eligible to enroll in the internship. The application approval process involves verification of *good standing* in terms of academic (a cumulative GPA of at least 2.7 for all Albion College courses and a GPA of at least <3.0> in professional sequence, major and minor/planned program courses) and professional performance standards (field experience and course evaluations), as well as request for placement. All professional sequence (EDUC), teaching major and teaching minor/planned program coursework must be successfully completed prior to the student teaching semester.

1.5.2 **Placement Policy**

All student teaching placements are initiated and finalized by the TEP Field Placement Coordinator and must be approved by the Education Department. Prospective teachers may make requests, and when possible, the Field Placement Coordinator will try to honor requests for specific school districts within the 30 mile radius.

30-mile Radius. The Albion College TEP places student teachers within a 30-mile radius of the city of Albion. Student teachers work daily in the school setting for the entire semester, host scheduled and impromptu observations by a TEP supervisor, attend a weekly seminar, and participate in all campus-based Capstone activities. Proximity to campus supports the development of long-term working relationships with school districts. There are rural, suburban and urban districts located within this radius.

Interviews. Once a student teaching application is complete and has been reviewed, an interview with the Field Placement Coordinator about potential placement is required in order to provide an orientation to key next steps. Applicants must then follow through with making detailed arrangements for an in-person interview with mentor teachers about the potential student teaching placement. Prospective teachers are placed with highly qualified, certificated teachers in the appropriate subject area and grade levels.

(See section 2.1.0 for further description of the student teaching internship.)

1.5.3 Internship

Elementary Student Teaching (3) Fall, Spring (EDUC 421). Prerequisites: Advising and permission from department. All elementary concentration courses need to be completed before student teaching. A full school day, semester-long internship at the elementary school level under the supervision of an experienced, highly qualified teacher. Weekly seminars provide a continuing support system for student teachers by using dialogue to share experiences, discuss relevant literature and examine professional issues. Offered on a credit/no credit basis.

Secondary Student Teaching (3) Fall, Spring (EDUC 422). Prerequisites: Advising and permission from department. All secondary concentration courses need to be completed before student teaching. A full school day, semester-long internship at the secondary school level under the supervision of an experienced, highly qualified teacher. Weekly seminars provide a continuing support system for student teachers by using dialogue to share experiences, discuss relevant literature and examine professional issues. Offered on a credit/no credit basis.

Student Teaching, Kindergarten through Grade 12 (K-12) (3) Fall, Spring (EDUC 423). Prerequisites: Advising and permission from department. All K-12 concentration courses need to be completed for student teaching. A full school day, semester-long internship is divided equally between the elementary and secondary levels and is done under the supervision of experienced, highly qualified teachers. Weekly seminars provide a continuing support system for student teachers by using dialogue to share experiences, discuss relevant literature and examine professional issues. Offered on a credit/no credit basis.

1.5.4 Seminar

Seminar: Elementary Student Teaching (1) Fall, Spring (EDUC 431). Prerequisite: Permission of department. A Capstone course reflecting on the mix of theory and practice required for excellent classroom teaching as well as the liberal arts' study of

content and pedagogy. Focuses on professional development, portfolio design, technology integration and classroom management. Taken concurrently during student teaching semester.

Seminar: Secondary & K-12 Student Teaching (1) Fall, Spring (EDUC 432).

Prerequisite: Permission of department. A Capstone course reflecting on the mix of theory and practice required for excellent classroom teaching as well as the liberal arts' study of content and pedagogy . Focuses on professional development, portfolio design, technology integration and classroom management. Taken concurrently during student teaching semester.

1.5.5 Capstone

The student teaching internship and seminar are enhanced by the Capstone week. Participation in all Capstone events is mandatory. The week-long series of activities typically involve workshops and presentations for student teachers (seniors) who have successfully completed a concentration in either elementary, secondary or K-12 education. Capstone serves as a culminating experience that synthesizes their TEP course of study. TEP peers, the broader College community and relevant professional community members are invited to attend two events to celebrate student teachers' learning and accomplishments. See section 3.0 for further description.

1.5.6 Commencement Reminder for Ninth Semester Student Teachers

Completion of student teaching is a graduation requirement for each TEP concentration. Ninth semester student teachers who wish to walk in the commencement ceremony after their eighth semester must consult with the Registrar's Office about the requirements to do so.

1.6.0 Recommendation for Certification

1.6.1 General Requirements

Near the beginning of the student teaching semester, the Certification Officer will attend a seminar session and explain the certification requirements. At this time student teachers will also be provided a memo noting missing or incomplete requirements. The Education Department is responsible for providing information about certification requirements, but it is the responsibility of the student teacher to take initiative and follow through with requirements in a timely manner. Successful completion of the student teaching placement and seminar does not automatically mean that prospective teachers are eligible for teacher certification. All requirements must be satisfactorily completed. These include, but are not limited to: official (per Registrar's Office) completion of degree; MDE-approved First-Aid and adult and child CPR training (http://www.michigan.gov/mde/0,1607,7-140-6530_5683_14795-118868-,00.html); acceptable criminal history checks and ICHAT searches and passage of all required MTTC Tests. Individuals seeking secondary certification must take and pass the MTTC subject area test in both their major and minor areas in order to be approved for recommendation by Albion College for certification from the MDE. Individuals seeking elementary certification must take and pass the MTTC Elementary Education Test (Test Code 83). All prospective teachers must

request the MTTC to report their official test scores to Albion College (Institution Code 02). In addition, individuals seeking certification in German, French or Spanish are required to pass the American Council on the Teaching of Foreign Languages Oral Proficiency Interview (<http://www.actfl.org/i4a/pages/index.cfm?pageid=3348>) with a score of *Advanced Low* or above. Please contact the appropriate Modern Languages and Cultures Department for more information about the OPI.

1.6.2 **Eligibility**

When the Certification Officer has verified that all TEP requirements (including but not limited to appropriate coursework, College graduation requirements, MDE certification requirements) have been satisfactorily completed, candidates' applications on the Michigan Online Educator Certification System (MOECS) (http://www.michigan.gov/mde/0,1607,7-140-6530_5683_57223--,00.html) will be approved by the Certification Officer as eligible for initial certification. Once their applications are approved by the MDE, and the \$160 fee is paid, TEP completers usually receive certificates via US mail within two to three business days. As an nOfficer by request only. This letter acknowledges program completion; however, the MDE remains solely responsible for making final decisions about candidate eligibility for certification.

1.6.3 **Reciprocity**

Michigan teacher certification is portable. Graduates of the Albion College TEP with certification are considered highly qualified in 41 states, the District of Columbia and Guam. Some graduates may also consider teaching abroad <http://www.uni.edu/placement/overseas/>. The following website provides information regarding certification requirements in all 50 states: <http://education.uky.edu/AcadServ/content/50-states-certification-requirements>. In preparation for future career goals, TEP students are encouraged to plan ahead and consult with the Certification Officer, TEP adviser, and consultants in the Career Development office.

Section 2 EXPECTATIONS AND SUPPORT

2.1.0 Overview of Expectations and Support

2.1.1 Compliance

Failure to comply with these and other college policies governing student conduct will result in review of the prospective teachers' progress and reconsideration of his or her continued participation in the TEP.

2.1.2 Petition Process

Students who wish to request an exception to a TEP policy may choose to petition. Close consultation with the TEP adviser is required. Petitions will be reviewed by department members during regularly scheduled department meetings each fall and spring semester. For pre-admission, admission and professional sequences phases of the TEP, individuals may petition to continue taking TEP

courses and/or receive accommodations for particular field experience placements. For student teaching, see subsequent section.

A petition should be prepared in a MS Word (or compatible) format and include the name, date and main idea of the request. The request must clearly present the reason(s) for the request and recognition of TEP policy requirements. In addition, relevant academic, personal history and a specific plan for accomplishing the goal must be articulated.

The process involves: (1) meeting with TEP adviser; (2) writing a complete narrative (see previous paragraph); (3) submitting narrative to adviser for department review; and, (4) meeting with adviser to discuss final decision. An individual's circumstance is unique; therefore, requests are approved or denied on a case-by-case basis.

Petitions should be submitted via Email to the Certification Officer and Education Department chair at least three weeks before the decision needs to be made. Late petitions can limit the field of possible solutions available.

Deliberations begin by examining the request and the basis for the case being made. Multiple perspectives are brought to bear on each case: department members consider relevant TEP policy and College guidelines and policies, MDE and relevant professional organization standards and requirements, the individual's academic and field placement performance, the individual's strengths and challenges in relation to TEP Habits of Mind and Processes of Teaching, and the potential influence on an individual's development as a teacher. Deliberations also include consideration of different constituencies—including K-12 students and teachers, members of the ambient community, and the capacity of the current structures, resources and goals of the department to sustain similar requests. If more information is necessary, department members may consult with others outside the department.

The adviser will send a written response about the final decision to the individual. A copy will also be placed in the individual's TEP advising file. Once a decision is made, students are required to comply with the decision to remain in *good standing* in the TEP.

If a petition is denied, the individual can appeal to the department once. The petition must be revised by adding new information and/or explanation before re-submitting. The appeal will be reviewed in light of the revisions provided. If the appeal is denied, the individual may consult the Provost's Office.

If a petition is not filed when one is required, or if an individual chooses not to comply with the department's final decision, then either case is considered a serious ethical issue that represents an *irresponsible student action* as well as a violation of the College Guidelines for Academic Integrity and Honesty, outlined in the Albion College Student Handbook. "Excellence in education cannot be achieved in situations which are contaminated by dishonest practices ... Those who cannot or

will not be honest do not belong within the college.”

(http://www.albion.edu/handbook/academic_information.asp#General_Guidelines_f_or_Academic_Integrity_and_Responsibility) The Education Department will pursue the procedures regarding Academic Dishonesty, which may result in removal from the TEP and/or a decision not to recommend the student for certification.

2.1.3 **Academic Integrity**

As an academic community, Albion College is firmly committed to honor and integrity in the pursuit of knowledge. Therefore, as a member of this academic community, each prospective teacher acknowledges responsibility for his or her actions and commits to the highest standards of integrity. In doing so, each prospective teacher makes a covenant with the College not to engage in any form of academic dishonesty, fraud, cheating, or theft. More information is available at: http://www.albion.edu/handbook/academic_information.asp#General_Guidelines_f_or_Academic_Integrity_and_Responsibility.

2.1.4 **Diversity Commitment**

TEP faculty, staff and prospective teachers are expected to reflect clearly, in their decision making and actions, Albion College’s commitment to diversity:

"A liberal arts education, by definition, should liberate minds. This process is enhanced in a community that is committed to educational equity, diversity and unrestricted inquiry. We seek therefore to foster an environment of mutual respect, acceptance, appreciation and caring for all members of our community. To this end, Albion College condemns all forms of discrimination and harassment, while reaffirming our commitment to academic free speech. We also commit ourselves to the recruitment and retention of both women and minority faculty, staff and students, the integration of cultural diversity in the curriculum, and the development of a truly inclusive multicultural campus environment."

(Approved by the Albion College Faculty and the Executive Committee of the Board of Trustees, 1991-92.)

2.1.5 **Physical and Cognitive Differences Commitment**

As an extension of Albion College’s Commitment to Diversity, there is also a clear commitment to supporting those who have physical and/or cognitive differences. If you have a physical and/or cognitive difference and require accommodations or modifications in class instruction or course-related activities, please contact (517-629-0825/campus phone number) the Learning Support Center (LSC) staff who can arrange for reasonable accommodations for students who provide documentation of their disability/condition (See 2.1.6 below). The LSC is located on the third floor of the Seeley Mudd building. To request an appointment, visit <http://www.albion.edu/academics/asc/request-an-appointment>. If you are presently registered with the LSC and have requested accommodations please meet with your TEP adviser and course instructors as early as possible to discuss the best way to implement these accommodations.

2.1.6 Academic Skills Center

The Academic Skills Center (ASC), located in the Seeley Mudd building, supports student success at Albion College through the LSC, the Quantitative Skills Center (QSC), and the Writing Center (WC). The ASC also coordinates academic peer tutoring services and educational technologies for enhancing student learning. For information, visit the ASC website at: <http://www.albion.edu/asc>.

- The LSC offers individualized assistance with college-level study strategy and skill development. Students frequently utilize the center to improve grades, reading speed or comprehension. In addition, the LSC provides assistance and accommodations to students who have documented learning disabilities. For more information, contact the LSC Specialist.
- The QSC provides a wide range of support to students in many subject areas. Students are free to drop in for occasional help from trained student tutors or to make appointments for on-going tutorial sessions. QSC staff members are available to assist you with the use of mathematics, statistics, spreadsheets, or graphing calculators in any course. The Center also offers workshops on topics such as partial derivatives in chemistry and preparing for graduate school exams. For more information, contact the QSC Director.
- The WC provides trained peer consultants prepared to work with writers at every stage of the writing process—from getting started brainstorming to writing drafts, and from organizing ideas to revising or final editing. Writing consultants support students by responding to writing in process, not by proofreading, editing, or writing students' papers. Both drop-in tutoring and scheduled appointments are available during the WC's afternoon and evening hours. For more information contact the WC.

Section 3 STUDENT TEACHING: ROLES, RESPONSIBILITIES AND INTERNSHIP

3.1.0 Overview of Student Teaching: Roles and Responsibilities

3.1.1 Mentor Teachers

Mentor teachers are highly qualified, experienced teachers who mentor student teachers. They provide guidance, insight, and opportunities for supported practice. Regular, consistent, and clear feedback is critical to the growth of student teachers. Mentor teachers are tasked with assessing the daily personal and professional growth of the student teachers and alerting the field supervisor if any questions or concerns should arise. Responsibilities include:

Planning and Communication.

- Provide student teacher with an outline or list of topics student teacher will be responsible for teaching, allowing extra time for student teacher to locate resources, plan, receive feedback from mentor teacher and revise.
- Establish regular times to confer with student teacher about long-term planning, identifying unit topics and preparing appropriate curriculum materials;

- Identify places in curriculum in which student teacher can try out ideas learned in seminars; and,
- Confer regularly with field supervisor about internship design and student teacher progress.

Supporting Student Teacher Learning.

- Facilitate and monitor a student teacher's progress from observation to co-planning and co-teaching to lead teaching;
- Guide a student teacher through daily school-based experiences, such as working with other teachers or altering schedule on an assembly day, etc.;
- Provide a student teacher with appropriate, classroom-based learning opportunities throughout the semester;
- Work with student teacher as a co-teacher as soon as possible, sharing decisions, observations and reflections;
- Observe a student teacher teaching and help the student teacher think about learners' understandings, alternative approaches, management, etc.;
- Provide a student teacher with oral and written feedback about their teaching in general, and in particular about the student teacher's focus teaching for the field notebook;
- Assist a student teacher in getting to know students, parents, key community members, school staff, grade level and subject area learning goals, school policies, and curricular resources;
- Scaffold a experiences for a student teacher to develop positive interactions with parents/guardians through open houses, conferences, special events, and/or paper/electronic communications with families;
- Provide opportunities for a student teacher to participate in the IEP process or at least access IEP information to better serve the children/youth in the classroom;
- Model the intellectual work of teaching by inviting a student teacher to co-plan, discuss dilemmas, communicate with students, parents, colleagues and administrators, etc.; and,
- Communicate with the field supervisor about any questions and/or concerns, including an invitation to conduct additional observations or conferences.

Assessment.

- Clearly and regularly communicate to student teacher on-going assessment of progress and recommended next steps for continued growth;
- Prepare written assessments prior to the mid-term and final conferences using Feedback Forms provided by Albion College; and,
- Support a student teacher to think about her/his career as educators by reviewing evidence to include in portfolios and preparing for job interviews.

3.1.2 Field Supervisors

Field Supervisors are members of the Albion College faculty who facilitate the relationship between the student teacher and mentor teacher. They observe and

confer with the student teacher and mentor teacher a minimum of five times during the internship, as well as facilitate a *Get-to-Know-You* meeting and midterm and final conferences. Additional observations and/or conferences may be requested for any student teacher as needed. Field supervisors supply program information, offer an additional perspective on classroom events, support student teachers in meeting the Professional Standards for Michigan Teachers (PSMT) and Common Core State Academic Standards (CCSAS). They also maintain regular communication with the seminar instructors. Periodic attendance at seminar is encouraged.

Responsibilities include:

Planning and Communication.

- Beginning with the *Get-to-Know-You* meeting, conduct a minimum of five visits, approximately every other week, to observe and facilitate conferences with the student teacher and mentor teacher together or separately;
- Articulate explicitly his/her availability to visit schools for observations and conferences;
- Communicate with mentor teacher and building administrator regarding TEP Handbook (including petition process), W-2 form, Capstone calendar, and mid-term/final evaluation process (i.e., Feedback Forms);
- Provide student teacher with an array of organizational tools to help her/him start and remain organized throughout the student teaching placement;
- Provide constructive feedback to student teachers' journals;
- Confer regularly with mentor teacher and seminar instructor about internship design and student teacher progress;
- Participate in periodic meetings with TEP faculty and staff; and,
- Participate in and support events of Capstone Week.

Supporting Student Teacher Learning.

- Provide timely, individualized feedback that addresses the developmental needs of the student teacher;
- Regularly check the student teacher's field notebook for organization and lesson plan completion, while providing alternate methods of organizing and planning should the student teacher request assistance;
- Observe student teacher teaching and her/his thinking about learners' understandings and achievement;
- Provide a student teacher with oral and written feedback about their teaching in general, and in particular about the student teacher's focus class for the field notebook; and,
- Communicate with the mentor teacher and seminar instructor about any questions and or concerns.

Assessment.

- Clearly and regularly communicate to student teacher on-going assessment of progress and recommended next steps for continued growth;
- Prepare written assessments prior to the mid-term and final conferences using Feedback Forms provided by Albion College;

- Submit copies of Feedback Forms to mentor teacher, student teacher and Certification Officer;
- Complete MDE and TEP required assessments; and,
- Support a student teacher to think about her/his career as educators by reviewing evidence to include in portfolios and preparing for job interviews.

3.1.3 Seminar Instructors

Seminar Instructors are members of the Albion College Education Department who meet with student teachers weekly and provide a continuing support system throughout the semester. The seminar serves as a forum for dialogue to share experiences, discuss relevant literature and examine professional issues. The semester is capped off with a Capstone Week, jointly planned by the seminar instructors to help student teachers make connections between the mix of theory and practice required for excellent classroom teaching and their undergraduate liberal arts education. The seminar instructor communicates any concerns about a student teacher with the field supervisor. Seminar instructors' responsibilities are articulated in seminar syllabi.

3.1.4 Student Teachers

Student teaching is a Capstone experience of the TEP, providing student teachers multiple opportunities to engage in strategic learning as they acquire and enact professional duties expected of classroom teachers. This experience is facilitated in a number of ways with support from mentor teachers, building administrators, field supervisors and seminar instructors. It also requires different kinds of on-going interaction to make the experience successful for all. Responsibilities include:

Planning and Communication.

- Communicate explicitly and regularly with field supervisor about classroom and school schedules and events;
- Present questions or concerns first to the person most directly involved, and then to the field supervisor;
- Schedule observations and conferences with field supervisor and inform field supervisor of any changes promptly;
- Prepare written lesson and unit plans according to mentor teacher's and supervisor's expectations;
- Share lesson and unit plans and materials with mentor teacher (and field supervisor when available) to get feedback before using them;
- Keep field notebook (see seminar syllabus for details) up to date;
- Place field notebook in an accessible location for field supervisor's visits;
- Confer regularly with mentor teacher and field supervisor about progress, questions and concerns; and,
- Seize opportunities to develop and/or personalize curriculum for K-12 learners.

Professional Development.

- Approach teaching as a field in which you will always grow: genuinely seek input from multiple sources, take feedback seriously, and act appropriately upon suggestions;
- Dress professionally;
- Conduct yourself professionally—using discretion with social media and other forms of open, public communication;
- Initiate introductions to school staff and administrators;
- Participate in school-based events, including committee, department and/or staff meetings, professional development workshops, and relevant community-related events;
- Inform mentor teacher, school secretary, seminar instructor and field supervisor promptly in the event of an absence;
- Comply with school and Albion College TEP attendance policies;
- Prepare substitute teacher plans ahead of time; and,
- Prepare for and participate in seminar.

Personal Learning.

- Take initiative in asking questions, searching out resources, inviting feedback, and creating opportunities to learn;
- Reflect on teaching and learning through collaboration and academic study;
- Observe teachers and students carefully, considering the complexities of the context and using multiple perspectives;
- Develop new, original unit and lesson ideas that reflect both your teaching philosophy and your efforts to examine your assumptions;
- Facilitate the development and maintenance of a classroom learning community among students and other professional educators; and,
- Collaborate in planning and teaching lessons, and moving back and forth between independent planning and teaching and collaboration throughout the semester.

3.1.5 Substitute Teaching

The supervised learning experience in student teaching is a critical part of the TEP. Mentoring and guidance by mentor teachers and field supervisors for an extended period of time are two of the most important features of student teaching. This policy is intended to maintain the quality and integrity of the student teaching experience, as well as provide guidance for the student teacher, mentor teacher, field supervisor, and school administrator. It is also designed to protect the K-12 learners and student teacher.

Albion College will allow student teachers, in certain circumstances, to substitute teach during the student teaching semester. Substitute teaching may only occur with the express permission of the field supervisor, mentor teacher, and building principal and only if the student teacher is comfortable and willing to serve as a substitute teacher. In sum:

1. Student teachers must first successfully complete at least five weeks of student teaching;
2. Student teachers may substitute teach only if she/he has successfully met the substitute teacher guidelines for the district in which she/he is student teaching;
3. Student teachers may substitute for the mentor teacher teaching only those classes to which he/she is assigned (no other classes);
4. A student teacher may substitute a maximum of five days during the student teaching internship;
5. The student teacher will alert the field supervisor of proposed student teaching days;
6. When the student teacher is substitute teaching, the building administrator will designate him/herself or another staff member as the student teacher's contact person for the day in case questions or other concerns arise and immediate support is needed; and,
7. The student teacher will clearly document (1) the date and manner in which express permission was received from the field supervisor, mentor teacher, and building principal; (2) the dates and circumstances of substitute teaching; and (3) completion of district training in her/his field notebook.

3.1.6 **Assisting a Struggling Student Teacher**

Student teaching is a serious undertaking for a prospective teacher, one in which a wide variety of struggles may be encountered and a strong sense of pressure may be experienced. During this time, we provide a web of professional support to help prospective teachers with their professional growth. Highly reflective student teachers may realize the need for assistance before others do, and they are encouraged to seek out support. At other times, the request for support may originate from the professionals around the student teacher. The type of assistance needed will determine the type of help that the student teacher receives. All faculty members who advise and/or supervise student teachers will make themselves readily available to meet with student teachers.

1. *Noticing a Concern.* Student teachers are encouraged to articulate a need for support, though concerns may be raised by others. Once an issue is identified, the field supervisor and mentor teacher will provide the first level of assistance. Depending upon the nature and severity of the issue, the seminar instructor, department chair and any other appropriate parties should be apprised of concerns as soon as they arise.
2. *Identifying Issues and Communicating.* The field supervisor may choose, or be invited, to visit the student teacher's placement more often than once every other week—or facilitate special conferences with the student teacher individually or with others. The seminar instructor may meet with the student teacher; and at this stage, other parties such as building principal, TEP adviser and department chair may be included in the conversation.
3. *Developing an Action Plan.* The field supervisor, mentor teacher, seminar instructor, and department chair will work together to discuss options for assisting the student teacher. Forms of assistance may include: particular journal writing, additional reading, access to other external resources,

additional visitations by outside observers, conferences with appropriate experts, involvement of the student's teaching major or minor advisor, and/or formulation of an explicit plan for repeating certain teaching-learning steps. In some cases it may be deemed necessary to extend, delay or terminate the student teaching placement.

4. *Assessing Progress.* All action plans will be assessed and documented by the field supervisor and other involved parties. If the field supervisor and the faculty seminar instructor continue to be concerned about the student teacher, she/he consults with other field supervisors of student teachers and the department chair to get advice, a *second opinion*, and help with documentation.

The principal and mentor teacher always have the right to terminate a student teaching placement and will work with the field supervisor and department to do so when necessary.

In the case of a terminated student teaching placement, the Education Department reserves the right to consider a number of perspectives regarding how to proceed. Students may have to petition Albion College for re-admission and an additional semester, the results of which cannot be guaranteed. Further, student teachers would be required to petition the Education Department for re-admission to the TEP and an additional student teaching placement. The Education Department will carefully consider each case.

3.2.0

Overview of Student Teaching: Internship

3.2.1 **Internship**

Student teaching brings many significant responsibilities and obligations to support K-12 learners, their families, public school professionals and one's own professional growth. Both the internship and the seminar require time commitments during and after school, as well as evenings and some weekends to fulfill these. Student teachers participate in both the daily internship (placement with a mentor teacher at nearby school) and a weekly collegiate seminar over the course of the respective semester.

3.2.2 **Calendar**

During the student teaching semester it is expected that students will attend seminar during the first week of Albion College classes and will be available to work with their mentor teacher to plan and organize the classroom. However, student teachers follow the calendar of the respective placement school and take Fall Break and Spring Break at the same time as their placement school, not Albion College. Capstone events are required (refer to Appendix 4.1.4 and seminar announcements as needed).

3.2.3 **Attendance**

Student teachers are expected to be present and on time for all professional commitments; this includes the weekly seminar and all Capstone Week events. Absences should be rare occasions and should only occur in the case of an unavoidable emergency or illness. If a student teacher must be absent from her/his

placement or a seminar, she/he must inform all who are affected by such absence (e.g. mentor teacher, field supervisor, and seminar instructor) as soon as possible, prior to the absence. Student teachers are expected to comply with school policies and make sure that plans are available for substitutes. More than two days absence from the field placement may require additional time to be made up, at the discretion of the field supervisor and seminar instructor in consultation with the department chair and mentor teacher. More than three days absence automatically requires additional days to be made up. Please keep in mind that additional time in the placement may be added after the Capstone Week, extending beyond the College's academic semester. Questionable, excessive or unexcused absences or tardiness may be cause for automatic termination of student teaching. Student teachers may attend professional development activities with their mentor teacher when this is possible or feasible—and the mentor teacher, field supervisor and seminar instructor approve. Student teachers with exemplary performance and attendance records may be able to request an absence for a professional development opportunity, such as a conference or job fair. Such requests must be made in writing to the mentor teacher, field supervisor and seminar teacher at least three weeks prior to the activity. Requests will be carefully considered, but are not automatically approved.

3.2.4 Dress Code

Student teachers must dress professionally at all times. Overly casual attire should be avoided. Besides helping to establish authority in the classroom, professional dress helps maintain a focused learning environment. Revealing or tight shirts, skin exposure at the chest and midriff and other areas, visible undergarments, short skirts, tight pants, or other types of questionable dress are not appropriate for a classroom setting. Shoes should also be conservative and professional: flip-flops, overly worn athletic shoes, and spiked high heels are all inappropriate. Tattoos, unusual piercings, and other body art may be perceived as inappropriate in different educational settings. In physical education environments or during fieldtrips, sporty or slightly more casual dress may be appropriate, but attire should always be clean, neat, modest, and coordinated.

3.2.5 Petitions

Student teachers are not allowed to participate in any extra-curricular activities (including but not limited to jobs, coursework, social, Greek-life, or vocational clubs, sports, coaching whether paid or voluntary, etc.) at Albion College or their respective placements, unless and until they have successfully petitioned to do so. Please see the petition process guidelines (Appendix 4.1.3). It is the student teacher's responsibility to submit petitions in a timely manner.

3.2.6 Capstone

The Education Department Capstone involves a week-long series of activities, presentations and workshops for student teachers who have successfully completed a concentration in either elementary, secondary or K-12 education.

Activities, presentations and workshops include: Capstone Lecture, Symposium on Teaching, reflective and professional portfolio development, portfolio fair, common reading discussion, program assessment, and Capstone Reception. TEP peers and college community are invited to attend the Symposium on Teaching and Reception to celebrate student teachers' learning and accomplishments.

Assessment is a key feature of the Capstone experience. Seven different kinds of assessment occur during the week-long series of activities:

1. Peer and public assessment of symposium in terms of relevant academic conventions;
2. Professional portfolio assessment in terms of PSMT, CCSAS and other relevant professional frameworks;
3. Reflective portfolio assessment in terms of program Habits of Mind and Processes of Effective Teaching and Learning;
4. Mentor teacher and field supervisor assessments of program and student teachers;
5. Student teacher self-assessments in terms of MDE framework and guidelines;
6. Student teacher assessments of program in terms of teaching major, minor and education concentration; and,
7. Completion of requirements necessary for recommendation for Michigan certification.

Thus Capstone serves as a culminating experience that synthesizes a student teacher's TEP experience. This is accomplished in two ways: (1) through the student teaching seminar and internship by providing different and multiple opportunities to engage the intersections of theory and practice (translate critical thought to action); and (2) during Capstone Week by providing different and multiple opportunities to communicate cumulative learning and make explicit connections between liberal arts, depth of academic study in major and minor, pre-internship course work and field experiences, internship experience and goals for professional future.

Section 4 APPENDICES

4.1.0 Overview of Appendices

4.1.1 List of teachable majors and minors

Albion offers courses of study leading to Michigan certification at the elementary level (grades K-8) in the following subject areas listed below*:

- English language arts
- integrated science
- mathematics
- social studies

Albion offers courses of study leading to Michigan certification at the secondary level (grades 6-12) in the subject areas listed below*:

- biology
- chemistry
- earth/space science
- English
- French
- German
- mathematics
- music
- social studies
- physics
- political science
- psychology
- Spanish

Albion offers programs of study leading to Michigan certification for grades K-12 certification in French, German, Spanish and music.

*The programs of study listed above reflect the 2012-2013 academic catalog. Prospective teachers may follow the Academic Catalog for their year of entry, which may have different requirements.

4.1.2 **CRIMINAL HISTORY CHECK**

Background

Public Act 68 of 1993 Sec. 1230 requires public and non-public schools to conduct a criminal history check of new teachers to hold State Board of Education approvals. Students interested in becoming certified teachers must supply a statewide criminal history check before admission to Albion College’s Teacher Education Program, periodically during the program, and again before applying for certification.

A criminal history check, by name, without fingerprints may be accessed for a fee at (<http://apps.michigan.gov/ICHAT/>)

Pursuant to these obligations and as consideration for my enrollment and participation in the Albion College Teacher Education Program, I make the representations and commitments set forth below:

Agreements

1. I understand that Albion College’s Education Department is required to notify any and all school districts where application is made for placement of the student of any felony or misdemeanor convictions. This notice may limit placement possibilities.
2. I have (___) have not (___) been convicted of, or pled guilty or nolo contendere (no contest) to any misdemeanors or felonies. (check one)
3. If I have been convicted of, or pled guilty or nolo contendere to any misdemeanor or felony, those misdemeanors or felonies are listed below together with the nature of the conviction, the date and court (use separate sheet of paper, as necessary):
 - (a) _____
 - (b) _____
 - (c) _____
 - (d) _____
4. I have (___) have not (___) ever had a professional license or certification denied, suspended (for cause) or revoked. (check one)
5. If I have ever had a professional license or certification denied, suspended (for cause) or revoked, the nature and circumstance of the denial, suspension, or revocation is listed below (use separate sheet of paper, as necessary):

6. I agree to immediately notify the Education Department chair and Certification Officer if the responses to numbers 2 through 5 above should change.
7. I agree if I have been convicted of a felony or misdemeanor to provide certified copies of all documents relative to my conviction, including a complete transcript of the trial. After review by the Education Department chair and Certification Officer, I understand I will be notified in writing of the Department's decision.
8. I understand that the final decision to grant or deny teacher certification rests with the Michigan Department of Education. **Recommendation to the MDE by Albion College's Education Department does not guarantee that certification will be granted by the State.**
9. I also understand that according to the Michigan State Board of Education's *Administrative Rules that Govern Certification of Michigan Teachers*, R 390.1201, Rule 101, the State Board may refuse to grant or renew, or may revoke or suspend for a fixed term, or may impose reasonable conditions on, a teaching certificate granted pursuant to these rules for the following reasons:
 - (1) Fraud, material misrepresentation, or concealment in the application for a certificate.
 - (2) Failure or ineligibility of the applicant or certificate holder to meet the criteria for eligibility for the certificate.
 - (3) Conviction, as an adult, of an act of immoral conduct contributing to the delinquency of a child, or of a felony involving moral turpitude.
10. The representations and agreements set forth above are true and accurate to the best of my knowledge, information and belief.

AGREED:

_____	AC
Student Name, Please Print	ID# _____
_____	Date _____
Student Signature	

RECEIVED AND REVIEWED BY:

_____	_____
Name of Certification Officer, Please Print	Date _____

Certification Officer's Signature	

4.1.3 **Petition: Request to engage in employment, additional coursework and/or extracurricular activity.**

In the student teaching internship student teachers develop competencies and dispositions that meet the Professional Standards for Michigan Teachers. The primary responsibility of student teachers is teaching their subject area(s) in the classroom setting. Student teachers are expected to participate as teachers (e.g., attend faculty meetings, parent teacher conferences, etc.). Also, student teachers are also expected to assist mentor teachers in relevant activities deemed appropriate to their professional growth.

Any request to work for pay, take additional courses and/or participate in extracurricular activity needs to be approved by petition and departmental review. The process requires student teachers to maintain a high level of communication with all relevant stakeholders. This involves: (1) meeting with student teaching seminar instructor, field supervisor and TEP adviser, (2) writing a complete narrative (see below), (3) submitting narrative to seminar instructor for department review, (4) submitting narrative to mentor teacher and other relevant school personnel for review, and (5) meet with seminar instructor and field supervisor to discuss final decision.

Every student teacher's experience and circumstance is unique, therefore requests will be approved or denied on a case-by-case basis. The student teacher is responsible to address the following prompts and questions in order to complete the written narrative:

- State the request in categorical terms (see above, employment, coursework, extracurricular activity);
- Explain the requirements for the request (e.g., travel);
- Outline in calendar form specific dates and time commitments for student teaching internship and requested activity; include an illustration of any conflicts between the two;
- Describe all responsibilities for this requested activity;
- Explain reasons participating in this requested activity (e.g., it will support growth as professional);
- Provide copies of contracts or other relevant documentation; and,
- State additional arrangements or agreements you will make to guarantee this will not interfere with internship or seminar requirements.

I understand that student teaching is my primary responsibility. If my participation in this activity interferes with this responsibility, I will change my involvement or end my participation activity.

(Student Teacher—please print)

(Signature)

(Date)

Once a petition is approved, please obtain all relevant signatures and provide copies of contracts or other pertinent documentation in order to complete the process.

All applicable parties must sign and indicate their evaluation of this petition.

	Printed Name & Signature	Date	Indication of Review
Mentor Teacher			<input type="checkbox"/> I support this petition. <input type="checkbox"/> I have reservations. <input type="checkbox"/> I do not support this petition. <i>* I may rescind my support at any time, even if petition is approved.</i> --- Initials
Mentor Teacher			<input type="checkbox"/> I support this petition. <input type="checkbox"/> I have reservations. <input type="checkbox"/> I do not support this petition. <i>* I may rescind my support at any time, even if petition is approved.</i> --- Initials
Building Principal			<input type="checkbox"/> I support this petition. <input type="checkbox"/> I have reservations. <input type="checkbox"/> I do not support this petition. <i>* I may rescind my support at any time, even if petition is approved.</i> --- Initials
Employment/Activity Supervisor			<input type="checkbox"/> I support this petition. <input type="checkbox"/> I have reservations. <input type="checkbox"/> I do not support this petition. <i>* I may rescind my support at any time, even if petition is approved.</i> --- Initials
Field Supervisor			<input type="checkbox"/> I support this petition. <input type="checkbox"/> I have reservations. <input type="checkbox"/> I do not support this petition. <i>* I may rescind my support at any time, even if petition is approved.</i> --- Initials
Seminar Instructor			<input type="checkbox"/> I support this petition. <input type="checkbox"/> I have reservations. <input type="checkbox"/> I do not support this petition. <i>* I may rescind my support at any time, even if petition is approved.</i> --- Initials
TEP Adviser			<input type="checkbox"/> I support this petition. <input type="checkbox"/> I have reservations. <input type="checkbox"/> I do not support this petition. <i>* I may rescind my support at any time, even if petition is approved.</i> --- Initials

A copy of this form will be kept in the student teacher's file and provided to the mentor teacher, field supervisor, building principal and/or employment/activity supervisor.

4.1.4 Calendar for the succeeding Academic Year
fall 2012

DATES OF STUDENT TEACHING EVENTS

August	August 27. Albion College fall semester officially begins. Student teacher has meetings (e.g., technology support, seminar) on campus (TBA); makes contact with mentor teacher; prepares for classroom teaching; works in classroom; begins designing professional portfolio; and participates in CPR/First Aid workshop.
September	<p>September 4. First day of teaching (most schools).</p> <p>*Phase One. Student teacher begins observing the mentor teacher during daily classes and consulting with her/him before and/or after class; learns students' names, classroom procedures and school policies, as well as teaches lessons when appropriate.</p> <p>*Phase Two. Student teacher transitions to co-teaching. begins teaching lessons in at least a couple of the mentor teacher's classes (i.e., secondary) or subject areas (i.e., elementary).</p>
October	<p>*Phase Three. Secondary student teachers teach at least one of the mentor teacher's classes every day; this will be the student teacher's focus class. Co-teaching continues in other classes; and, as agreed by the mentor teacher, the student teacher will continue to assume full responsibility for teaching the remaining classes, adding on a weekly basis. Elementary student teachers teach at least one area of the curriculum; this will be the student teacher's focus area. Co-teaching continues in other subject areas and, as agreed by the mentor teacher, the student teacher will continue to assume full responsibility for teaching the remaining areas, adding on a weekly basis.</p> <p>October 8–19. Midterm conference with mentor teacher and field supervisor; conference forms are in appendix of the TEP Handbook. <i>Remember, student teachers stay in the field and continue student teaching during Albion College's Fall Break!</i></p> <p>*Phase Four. Student teacher assumes full responsibility for teaching classes/grade level.</p>
November	<p>November 16. Capstone Symposium on Teaching presentations 4:30 - 6:30PM.</p> <p>*Phase Five. Student teacher releases full-time teaching responsibility to the mentoring teacher.</p> <p>November 12 - 30. Final conference with mentor teacher and field supervisor; conference forms are in the TEP Handbook (see Appendix 4.1.6).</p>
December	<p>Friday, November 30. Last day of student teaching in the schools.</p> <p>December 3–7. Capstone Week—student teachers report to Albion College daily; Friday, December 7 professional portfolios due and Capstone reception. Mentor teachers, family and friends welcome.</p>

*The time frames given above for the student teacher to assume responsibility for the teaching are approximations. We understand the diversity across our mentor teachers and student teachers and trust that the best decision will be made by the two of them in each situation. Nonetheless, each student teacher must carry full teaching responsibility for a minimum of 3 weeks (longer is advisable when possible).

DATES OF STUDENT TEACHING EVENTS

January	<p>January 21. Martin Luther King Jr. Day.</p> <p>January 22. Student Teachers report to schools</p> <p>*Phase One. Student teacher begins observing the mentor teacher during daily classes and consulting with her/him before and/or after class; learns students' names, classroom procedures and school policies, as well as teaches lessons when appropriate.</p> <p>*Phase Two. Student teacher transitions to co-teaching, begins teaching lessons in at least a couple of the mentor teacher's classes (i.e., secondary) or subject areas (i.e., elementary).</p>
February	<p>*Phase Three. Secondary student teachers teach at least one of the mentor teacher's classes every day; this will be the student teacher's focus class. Co-teaching continues in other classes; and, as agreed by the mentor teacher, the student teacher will continue to assume full responsibility for teaching the remaining classes, adding on a weekly basis. Elementary student teachers teach at least one area of the curriculum; this will be the student teacher's focus area. Co-teaching continues in other subject areas and, as agreed by the mentor teacher, the student teacher will continue to assume full responsibility for teaching the remaining areas, adding on a weekly basis.</p>
March	<p>March 4-15. Midterm conference with mentor teacher and field supervisor; conference forms are in appendix of the TEP Handbook. <i>Remember, student teachers stay in the field and continue student teaching during Albion College's Spring Break!</i></p> <p>*Phase Four. Student teacher assumes full responsibility for teaching classes/grade level.</p>
April	<p>April 1-12. Final conference with mentor teacher and field supervisor; conference forms are in the TEP Handbook (see Appendix 4.1.6).</p> <p>*Phase Five. Student teacher releases full-time teaching responsibility to the mentoring teacher.</p> <p>April 12. Capstone Symposium on Teaching presentations 4:30 - 6:30PM.</p> <p>Friday, April 19. Last day of student teaching in the schools.</p> <p>April 22-26. Capstone Week—student teachers report to Albion College daily; Friday, April 26, professional portfolios due and Capstone reception. Mentor teachers, family and friends welcome.</p>

*The time frames given above for the student teacher to assume responsibility for the teaching are approximations. We understand the diversity across our mentor teachers and student teachers and trust that the best decision will be made by the two of them in each situation. Any concerns regarding pacing and time frames should be communicated promptly to the field supervisor. In the end, each student teacher must carry full teaching responsibility for a minimum of 3 weeks (longer is advisable when possible).

4.1.5 **Honorarium form for mentor teachers**

As a token for the time and effort that mentor teachers provide student teachers, the Albion College Education Department is pleased to be able to provide a modest honorarium to mentor teachers. In the case of multiple mentor teachers for one student teacher, the honoraria are apportioned based upon the percentage of courses taught.

Some schools require us to forward the honorarium directly to the school. If you are a teacher at one of these schools, we will need the Employer Identification Number section filled out. For teachers at all other schools, we submit checks directly to the teachers, and for that we need your Social Security Number.

In order to be eligible to receive payment at the end of the semester, it is essential to complete and send in the W-9 Form. The complete form is located online at: <http://www.irs.gov/pub/irs-pdf/fw9.pdf>.) and is due on or before the end of the **2nd week** of student teaching. Forms can be given to field supervisors or sent directly to: Mary Weicht, Secretary, Education Department, 611 E. Porter Street, Albion, MI 49224. Questions can be e-mailed to: mweicht@albion.edu.

4.1.6 Forms for mentor teachers

Student Teaching Evaluation Forms

The field supervisor facilitates two formal evaluation conferences (i.e., one mid-term evaluation conference and one final evaluation conference) between the student teacher and mentor teacher. The student teacher and mentor teacher each complete one copy of each relevant form (see below). Following discussion and reaching consensus, the student teacher, mentor teacher and field supervisor each sign the two forms for both the mid-term and final evaluation process.

ALBION COLLEGE STUDENT TEACHING MID-TERM FEEDBACK FORM

Completed by Mentor Teacher

Student Teacher _____ Mentor Teacher _____

School _____ City _____

Grade Level and/or Subject _____

The following is an assessment of the student teacher's progress. Please consider the individual in terms of a prospective teacher—not in terms of an experienced teacher. And, evaluate the student teacher's development using the following scale of progress:

- 4 = *consistently outstanding performance*;
- 3 = *strong performance*;
- 2 = *appropriate progress*;
- 1 = *area of needed focus*; and,
- N = *no opportunity to evaluate*.

Habits of Mind

- | | | | | | | |
|----|---|---|---|---|---|---|
| 1. | a) <i>Is open to being known and knowing others, which requires but goes beyond respecting self and others.</i> | 4 | 3 | 2 | 1 | N |
| | b) <i>Is a learner-teacher: a teacher who will forever learn.</i> | 4 | 3 | 2 | 1 | N |
| 2. | a) <i>Takes risks for the benefit of learners.</i> | 4 | 3 | 2 | 1 | N |
| | b) <i>Approaches problems with curiosity and critical reflection.</i> | 4 | 3 | 2 | 1 | N |
| 3. | a) <i>Continually seeks out different perspectives.</i> | 4 | 3 | 2 | 1 | N |
| | b) <i>Continually incorporates different perspectives.</i> | 4 | 3 | 2 | 1 | N |

- | | | | | | | |
|----|---|---|---|---|---|---|
| 4. | a) <i>Assigns highest priority to the needs of her/his K-12 learners.</i> | 4 | 3 | 2 | 1 | N |
| | b) <i>Seeks out the best quality, most just and compassionate learning outcomes for them.</i> | 4 | 3 | 2 | 1 | N |
| 5. | a) <i>Maintains exemplary ethical and moral integrity.</i> | 4 | 3 | 2 | 1 | N |
| | b) <i>Recognizes the deliberative nature of ethical thinking.</i> | 4 | 3 | 2 | 1 | N |

Highlight any particular areas that might reflect important progress and serve as exemplars for continued growth. Also, include recommended next steps for the remainder of the semester.

Personal & Professional Qualities

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 1. | <i>Is well prepared academically for the subject and/or grade level assigned.</i> | 4 | 3 | 2 | 1 | N |
| 2. | <i>Models a commitment to lifelong learning.</i> | 4 | 3 | 2 | 1 | N |
| 3. | <i>Uses acceptable English in everyday speech.</i> | 4 | 3 | 2 | 1 | N |
| 4. | <i>Demonstrates self-confidence in the classroom.</i> | 4 | 3 | 2 | 1 | N |
| 5. | <i>Possesses a sense of humor compatible with age level of students.</i> | 4 | 3 | 2 | 1 | N |
| 6. | <i>Is well groomed and appropriately dressed.</i> | 4 | 3 | 2 | 1 | N |
| 7. | <i>Is punctual in arrival and in keeping appointments; daily attendance.</i> | 4 | 3 | 2 | 1 | N |
| 8. | <i>Is trustworthy and dependable in meeting teaching responsibilities.</i> | 4 | 3 | 2 | 1 | N |
| 9. | <i>Participates in school and faculty meetings and functions.</i> | 4 | 3 | 2 | 1 | N |
| 10. | <i>Has made efforts to professionally interact with other faculty in building.</i> | 4 | 3 | 2 | 1 | N |
| 11. | <i>Behaves in an ethical and professional manner toward students, faculty, parents, administrators, and other school staff.</i> | 4 | 3 | 2 | 1 | N |

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 12. | <i>Accurately evaluates own teaching.</i> | 4 | 3 | 2 | 1 | N |
| 13. | <i>Seeks out constructive criticism and feedback.</i> | 4 | 3 | 2 | 1 | N |
| 14. | <i>Acts upon supervisory suggestions and direction.</i> | 4 | 3 | 2 | 1 | N |
| 15. | <i>Other:</i> | | | | | |

Highlight any particular areas that might reflect important progress and serve as exemplars for continued growth. Also, include recommended next steps for the remainder of the semester.

Lesson Preparation

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 1. | <i>Develops and implements well-constructed unit and lesson plans.</i> | 4 | 3 | 2 | 1 | N |
| 2. | <i>Applies knowledge of human growth, development, and learning theory to design and implement instruction for the continuing development of students' cognitive, affective, physical, emotional, and social capacities.</i> | 4 | 3 | 2 | 1 | N |
| 3. | <i>Applies methods that accomplish lesson objectives.</i> | 4 | 3 | 2 | 1 | N |
| 4. | <i>Uses a variety of pedagogical strategies suitable for the grade or subject.</i> | 4 | 3 | 2 | 1 | N |
| 5. | <i>Uses materials and strategies to meet the diverse learning needs of students.</i> | 4 | 3 | 2 | 1 | N |
| 6. | <i>Uses interdisciplinary knowledge when appropriate to the subject matter.</i> | 4 | 3 | 2 | 1 | N |
| 7. | <i>Uses multicultural materials when appropriate to the subject matter.</i> | 4 | 3 | 2 | 1 | N |
| 8. | <i>Uses supplemental information for increased teaching effectiveness.</i> | 4 | 3 | 2 | 1 | N |
| 9. | <i>Has teaching materials organized and ready before lesson begins.</i> | 4 | 3 | 2 | 1 | N |
| 10. | <i>Other:</i> | | | | | |

Highlight any particular areas that might reflect important progress and serve as exemplars for continued growth. Also, include recommended next steps for the remainder of the semester.

Lesson Implementation

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 1. | <i>Stimulates interest about the subject matter.</i> | 4 | 3 | 2 | 1 | N |
| 2. | <i>Clarifies purpose of lesson and its relation to previous and subsequent lessons.</i> | 4 | 3 | 2 | 1 | N |
| 3. | <i>Uses effective examples, demonstrations, and materials to illustrate concepts and skills.</i> | 4 | 3 | 2 | 1 | N |
| 4. | <i>Uses voice in way that keeps students' interest (i.e., inflection, tone, and projection).</i> | 4 | 3 | 2 | 1 | N |
| 5. | <i>Writes and prints legibly and spells correctly.</i> | 4 | 3 | 2 | 1 | N |
| 6. | <i>Moves around the classroom while teaching entire class to maximize learning.</i> | 4 | 3 | 2 | 1 | N |
| 7. | <i>Insists that all students be alert and pay attention to speakers.</i> | 4 | 3 | 2 | 1 | N |
| 8. | <i>Asks questions designed to promote critical and reflective thought.</i> | 4 | 3 | 2 | 1 | N |
| 9. | <i>Gives clear oral directions.</i> | 4 | 3 | 2 | 1 | N |
| 10. | <i>Includes activities that allow students to review and practice concepts taught.</i> | 4 | 3 | 2 | 1 | N |
| 11. | <i>Insists on full participation during discussions, question sessions, and group work.</i> | 4 | 3 | 2 | 1 | N |
| 12. | <i>Uses collaborative groups in class.</i> | 4 | 3 | 2 | 1 | N |
| 13. | <i>Moves around the classroom during individual and group work.</i> | 4 | 3 | 2 | 1 | N |
| 14. | <i>Summarizes major concepts during lesson conclusion.</i> | 4 | 3 | 2 | 1 | N |

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 15. | <i>Makes effective and efficient transitions.</i> | 4 | 3 | 2 | 1 | N |
| 16. | <i>Adjusts readily to unanticipated changes in schedule or routine.</i> | 4 | 3 | 2 | 1 | N |
| 17. | <i>Modifies instruction as lesson proceeds to meet student needs.</i> | 4 | 3 | 2 | 1 | N |
| 18. | <i>When necessary, insists on silence from class before continuing.</i> | 4 | 3 | 2 | 1 | N |
| 19. | <i>Has high expectations of all students.</i> | 4 | 3 | 2 | 1 | N |
| 20. | <i>Uses appropriate pacing in lessons.</i> | 4 | 3 | 2 | 1 | N |
| 21. | <i>Utilizes the entire class period effectively.</i> | 4 | 3 | 2 | 1 | N |
| 22. | <i>Other:</i> | | | | | |

Highlight any particular areas that might reflect important progress and serve as exemplars for continued growth. Also, include recommended next steps for the remainder of the semester.

Classroom Management

- | | | | | | | |
|----|--|---|---|---|---|---|
| 1. | <i>Is creating a learning community with students.</i> | 4 | 3 | 2 | 1 | N |
| 2. | <i>Shows respect for students.</i> | 4 | 3 | 2 | 1 | N |
| 3. | <i>Is respected by students.</i> | 4 | 3 | 2 | 1 | N |
| 4. | <i>Attends to individual differences among students and alters pedagogy accordingly.</i> | 4 | 3 | 2 | 1 | N |
| 5. | <i>Is fair and equitable in terms of gender, including non-biased language.</i> | 4 | 3 | 2 | 1 | N |
| 6. | <i>Is fair and equitable in terms of race, including non-biased language.</i> | 4 | 3 | 2 | 1 | N |

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 7. | <i>Is willing to spend extra time with students who need help.</i> | 4 | 3 | 2 | 1 | N |
| 8. | <i>Has established rules and routines for classroom behavior.</i> | 4 | 3 | 2 | 1 | N |
| 9. | <i>Is consistent and fair in managing and disciplining students.</i> | 4 | 3 | 2 | 1 | N |
| 10. | <i>Effectively addresses student misbehavior.</i> | 4 | 3 | 2 | 1 | N |
| 11. | <i>Is aware of what is happening around the classroom.</i> | 4 | 3 | 2 | 1 | N |
| 12. | <i>Other:</i> | | | | | |

Highlight any particular areas that might reflect important progress and serve as exemplars for continued growth. Also, include recommended next steps for the remainder of the semester.

Assessment

- | | | | | | | |
|----|---|---|---|---|---|---|
| 1. | <i>Uses qualitative data such as observation notes, work samples, and portfolio entries to guide instruction.</i> | 4 | 3 | 2 | 1 | N |
| 2. | <i>Monitors students' growth.</i> | 4 | 3 | 2 | 1 | N |
| 3. | <i>Uses varied (traditional and authentic) assessment techniques.</i> | 4 | 3 | 2 | 1 | N |
| 4. | <i>Provides prompt feedback on homework, quizzes, and tests.</i> | 4 | 3 | 2 | 1 | N |
| 5. | <i>Effectively communicates with parents when appropriate.</i> | 4 | 3 | 2 | 1 | N |
| 6. | <i>Assesses learning and differentiate instruction to maximize student achievement and to accommodate differences in backgrounds, learning modes, disabilities, aptitudes, interests, and levels of maturity.</i> | 4 | 3 | 2 | 1 | N |
| 7. | <i>Understands the connections between instructional decisions, grading, and assessment data.</i> | 4 | 3 | 2 | 1 | N |

8. *Uses formal and informal, as well as formative and summative, assessments to evaluate learning and ensures the academic achievement of all students.*
4 3 2 1 N
9. *Discerns the extent to which personal belief systems and values may affect the instructional process and grading, and adjusts instruction and interactions accordingly.*
4 3 2 1 N
10. *Understands, designs, and implements grading processes and assessments, using multiple approaches to accommodate diverse backgrounds, abilities, and needs of students.*
4 3 2 1 N
11. *Other:*

Highlight any particular areas that might reflect important progress and serve as exemplars for continued growth. Also, include recommended next steps for the remainder of the semester.

Information Technology

1. *Uses information technology to enhance learning.*
4 3 2 1 N
2. *Designs, develops, and implements student learning activities that integrate information technology for a variety of educational purposes and for diverse student populations.*
4 3 2 1 N
3. *Understands the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in K-12 schools and apply those principles in practice.*
4 3 2 1 N
4. *Applies technology to facilitate a variety of effective assessment and evaluation strategies.*
4 3 2 1 N
5. *Other:*

Highlight any particular areas that might reflect important progress and serve as exemplars for continued growth. Also, include recommended next steps for the remainder of the semester.

Subject Area Knowledge

1. *Designs and implements instruction aligned with the Core Curriculum State Academic Standards, Universal Education Vision and Principles, and the PSMT.*
4 3 2 1 N

2. *Creates learning environments that promote critical and higher order thinking skills, fosters the acquisition of deep knowledge, and provide connections beyond the classrooms to promote substantive conversation and clear structured writing among teachers and learners regarding subject matter acquisition.*
4 3 2 1 N
3. *Helps each student to learn how to safely and responsibly access and uses resources to become a discerning independent learner and problem solver (e.g., print materials, information technology, assistive technology).*
4 3 2 1 N
4. *Designs instruction so that students are engaged in actively integrating and transferring knowledge across the curriculum.*
4 3 2 1 N
5. *Engages students in activities that demonstrate the purpose and function of subject matter to make connections to the world beyond the classroom and enhances the relationship and relevance to a global society.*
4 3 2 1 N
6. *Evaluates, adapts, and modifies instructional strategies, technologies, and other educational resources to enhance the learning of each student; embraces teaching through appropriate and creative activities utilizing instructional techniques that are supported by current research.*
4 3 2 1 N

_____ is/is not making satisfactory progress towards successful completion of student teaching in the above stated beginning teacher areas.

Mentor Teacher Signature: _____ Date: _____

ALBION COLLEGE STUDENT TEACHING FINAL FEEDBACK FORM

Completed by Mentor Teacher

Student Teacher _____

Mentor Teacher _____

School _____ City _____

Grade Level and/or Subject _____

The following is an assessment of the student teacher's progress. Please consider the individual in terms of a prospective teacher—not in terms of an experienced teacher. And, evaluate the student teacher's development using the following scale of progress:

- 4 = *consistently outstanding performance*;
- 3 = *strong performance*;
- 2 = *appropriate progress*;
- 1 = *area of needed focus*; and,
- N = *no opportunity to evaluate*.

Habits of Mind

- | | | | | | | |
|----|---|---|---|---|---|---|
| 1. | a) <i>Is open to being known and knowing others, which requires but goes beyond respecting self and others.</i> | 4 | 3 | 2 | 1 | N |
| | b) <i>Is a learner-teacher: a teacher who will forever learn.</i> | 4 | 3 | 2 | 1 | N |
| 2. | a) <i>Takes risks for the benefit of learners.</i> | 4 | 3 | 2 | 1 | N |
| | b) <i>Approaches problems with curiosity and critical reflection.</i> | 4 | 3 | 2 | 1 | N |
| 3. | a) <i>Continually seeks out different perspectives.</i> | 4 | 3 | 2 | 1 | N |
| | b) <i>Continually incorporates different perspectives.</i> | 4 | 3 | 2 | 1 | N |

- | | | | | | | |
|----|---|---|---|---|---|---|
| 4. | a) <i>Assigns highest priority to the needs of her/his K-12 learners.</i> | 4 | 3 | 2 | 1 | N |
| | b) <i>Seeks out the best quality, most just and compassionate learning outcomes for them.</i> | 4 | 3 | 2 | 1 | N |
| 5. | a) <i>Maintains exemplary ethical and moral integrity.</i> | 4 | 3 | 2 | 1 | N |
| | b) <i>Recognizes the deliberative nature of ethical thinking.</i> | 4 | 3 | 2 | 1 | N |

Highlight any particular areas that might reflect important progress and serve as exemplars for continued growth. Also, include recommended next steps for the remainder of the semester.

Personal & Professional Qualities

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 1. | <i>Is well prepared academically for the subject and/or grade level assigned.</i> | 4 | 3 | 2 | 1 | N |
| 2. | <i>Models a commitment to lifelong learning.</i> | 4 | 3 | 2 | 1 | N |
| 3. | <i>Uses acceptable English in everyday speech.</i> | 4 | 3 | 2 | 1 | N |
| 4. | <i>Demonstrates self-confidence in the classroom.</i> | 4 | 3 | 2 | 1 | N |
| 5. | <i>Possesses a sense of humor compatible with age level of students.</i> | 4 | 3 | 2 | 1 | N |
| 6. | <i>Is well groomed and appropriately dressed.</i> | 4 | 3 | 2 | 1 | N |
| 7. | <i>Is punctual in arrival and in keeping appointments; daily attendance.</i> | 4 | 3 | 2 | 1 | N |
| 8. | <i>Is trustworthy and dependable in meeting teaching responsibilities.</i> | 4 | 3 | 2 | 1 | N |
| 9. | <i>Participates in school and faculty meetings and functions.</i> | 4 | 3 | 2 | 1 | N |
| 10. | <i>Has made efforts to professionally interact with other faculty in building.</i> | 4 | 3 | 2 | 1 | N |

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 11. | <i>Behaves in an ethical and professional manner toward students, faculty, parents, administrators, and other school staff.</i> | 4 | 3 | 2 | 1 | N |
| 12. | <i>Accurately evaluates own teaching.</i> | 4 | 3 | 2 | 1 | N |
| 13. | <i>Seeks out constructive criticism and feedback.</i> | 4 | 3 | 2 | 1 | N |
| 14. | <i>Acts upon supervisory suggestions and direction.</i> | 4 | 3 | 2 | 1 | N |
| 15. | <i>Other:</i> | | | | | |

Highlight any particular areas that might reflect important progress and serve as exemplars for continued growth. Also, include recommended next steps for the remainder of the semester.

Lesson Preparation

- | | | | | | | |
|----|--|---|---|---|---|---|
| 1. | <i>Develops and implements well-constructed unit and lesson plans.</i> | 4 | 3 | 2 | 1 | N |
| 2. | <i>Applies knowledge of human growth, development, and learning theory to design and implement instruction for the continuing development of students' cognitive, affective, physical, emotional, and social capacities.</i> | 4 | 3 | 2 | 1 | N |
| 3. | <i>Applies methods that accomplish lesson objectives.</i> | 4 | 3 | 2 | 1 | N |
| 4. | <i>Uses a variety of pedagogical strategies suitable for the grade or subject.</i> | 4 | 3 | 2 | 1 | N |
| 5. | <i>Uses materials and strategies to meet the diverse learning needs of students.</i> | 4 | 3 | 2 | 1 | N |
| 6. | <i>Uses interdisciplinary knowledge when appropriate to the subject matter.</i> | 4 | 3 | 2 | 1 | N |
| 7. | <i>Uses multicultural materials when appropriate to the subject matter.</i> | 4 | 3 | 2 | 1 | N |
| 8. | <i>Uses supplemental information for increased teaching effectiveness.</i> | 4 | 3 | 2 | 1 | N |
| 9. | <i>Has teaching materials organized and ready before lesson begins.</i> | 4 | 3 | 2 | 1 | N |

10. *Other:*

Highlight any particular areas that might reflect important progress and serve as exemplars for continued growth. Also, include recommended next steps for the remainder of the semester.

Lesson Implementation

1. *Stimulates interest about the subject matter.*
4 3 2 1 N
2. *Clarifies purpose of lesson and its relation to previous and subsequent lessons.*
4 3 2 1 N
3. *Uses effective examples, demonstrations, and materials to illustrate concepts and skills.*
4 3 2 1 N
4. *Uses voice in way that keeps students' interest (i.e., inflection, tone, and projection).*
4 3 2 1 N
5. *Writes and prints legibly and spells correctly.*
4 3 2 1 N
6. *Moves around the classroom while teaching entire class to maximize learning.*
4 3 2 1 N
7. *Insists that all students be alert and pay attention to speakers.*
4 3 2 1 N
8. *Asks questions designed to promote critical and reflective thought.*
4 3 2 1 N
9. *Gives clear oral directions.*
4 3 2 1 N
10. *Includes activities that allow students to review and practice concepts taught.*
4 3 2 1 N
11. *Insists on full participation during discussions, question sessions, and group work.*
4 3 2 1 N
12. *Uses collaborative groups in class.*
4 3 2 1 N
13. *Moves around the classroom during individual and group work.*
4 3 2 1 N

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 14. | <i>Summarizes major concepts during lesson conclusion.</i> | 4 | 3 | 2 | 1 | N |
| 15. | <i>Makes effective and efficient transitions.</i> | 4 | 3 | 2 | 1 | N |
| 16. | <i>Adjusts readily to unanticipated changes in schedule or routine.</i> | 4 | 3 | 2 | 1 | N |
| 17. | <i>Modifies instruction as lesson proceeds to meet student needs.</i> | 4 | 3 | 2 | 1 | N |
| 18. | <i>When necessary, insists on silence from class before continuing.</i> | 4 | 3 | 2 | 1 | N |
| 19. | <i>Has high expectations of all students.</i> | 4 | 3 | 2 | 1 | N |
| 20. | <i>Uses appropriate pacing in lessons.</i> | 4 | 3 | 2 | 1 | N |
| 21. | <i>Utilizes the entire class period effectively.</i> | 4 | 3 | 2 | 1 | N |
| 22. | <i>Other:</i> | | | | | |

Highlight any particular areas that might reflect important progress and serve as exemplars for continued growth. Also, include recommended next steps for the remainder of the semester.

Classroom Management

- | | | | | | | |
|----|--|---|---|---|---|---|
| 1. | <i>Is creating a learning community with students.</i> | 4 | 3 | 2 | 1 | N |
| 2. | <i>Shows respect for students.</i> | 4 | 3 | 2 | 1 | N |
| 3. | <i>Is respected by students.</i> | 4 | 3 | 2 | 1 | N |
| 4. | <i>Attends to individual differences among students and alters pedagogy accordingly.</i> | 4 | 3 | 2 | 1 | N |
| 5. | <i>Is fair and equitable in terms of gender, including non-biased language.</i> | 4 | 3 | 2 | 1 | N |

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 6. | <i>Is fair and equitable in terms of race, including non-biased language.</i> | 4 | 3 | 2 | 1 | N |
| 7. | <i>Is willing to spend extra time with students who need help.</i> | 4 | 3 | 2 | 1 | N |
| 8. | <i>Has established rules and routines for classroom behavior.</i> | 4 | 3 | 2 | 1 | N |
| 9. | <i>Is consistent and fair in managing and disciplining students.</i> | 4 | 3 | 2 | 1 | N |
| 10. | <i>Effectively addresses student misbehavior.</i> | 4 | 3 | 2 | 1 | N |
| 11. | <i>Is aware of what is happening around the classroom.</i> | 4 | 3 | 2 | 1 | N |
| 12. | <i>Other:</i> | | | | | |

Highlight any particular areas that might reflect important progress and serve as exemplars for continued growth. Also, include recommended next steps for the remainder of the semester.

Assessment

- | | | | | | | |
|----|---|---|---|---|---|---|
| 1. | <i>Uses qualitative data such as observation notes, work samples, and portfolio entries to guide instruction.</i> | 4 | 3 | 2 | 1 | N |
| 2. | <i>Monitors students' growth.</i> | 4 | 3 | 2 | 1 | N |
| 3. | <i>Uses varied (traditional and authentic) assessment techniques.</i> | 4 | 3 | 2 | 1 | N |
| 4. | <i>Provides prompt feedback on homework, quizzes, and tests.</i> | 4 | 3 | 2 | 1 | N |
| 5. | <i>Effectively communicates with parents when appropriate.</i> | 4 | 3 | 2 | 1 | N |
| 6. | <i>Assesses learning and differentiate instruction to maximize student achievement and to accommodate differences in backgrounds, learning modes, disabilities, aptitudes, interests, and levels of maturity.</i> | 4 | 3 | 2 | 1 | N |
| 7. | <i>Understands the connections between instructional decisions, grading, and assessment data.</i> | 4 | 3 | 2 | 1 | N |

8. *Uses formal and informal, as well as formative and summative, assessments to evaluate learning and ensures the academic achievement of all students.*
4 3 2 1 N
9. *Discerns the extent to which personal belief systems and values may affect the instructional process and grading, and adjusts instruction and interactions accordingly.*
4 3 2 1 N
10. *Understands, designs, and implements grading processes and assessments, using multiple approaches to accommodate diverse backgrounds, abilities, and needs of students.*
4 3 2 1 N
11. *Other:*

Highlight any particular areas that might reflect important progress and serve as exemplars for continued growth. Also, include recommended next steps for the remainder of the semester.

Information Technology

1. *Uses information technology to enhance learning.*
4 3 2 1 N
2. *Designs, develops, and implements student learning activities that integrate information technology for a variety of educational purposes and for diverse student populations.*
4 3 2 1 N
3. *Understands the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in K-12 schools and apply those principles in practice.*
4 3 2 1 N
4. *Applies technology to facilitate a variety of effective assessment and evaluation strategies.*
4 3 2 1 N
5. *Other:*

Highlight any particular areas that might reflect important progress and serve as exemplars for continued growth. Also, include recommended next steps for the remainder of the semester.

Subject Area Knowledge

1. *Designs and implements instruction aligned with the Core Curriculum State Academic Standards, Universal Education Vision and Principles, and the PSMT.*
4 3 2 1 N

2. *Creates learning environments that promote critical and higher order thinking skills, fosters the acquisition of deep knowledge, and provide connections beyond the classrooms to promote substantive conversation and clear structured writing among teachers and learners regarding subject matter acquisition.*
4 3 2 1 N
3. *Helps each student to learn how to safely and responsibly access and uses resources to become a discerning independent learner and problem solver (e.g., print materials, information technology, assistive technology).*
4 3 2 1 N
4. *Designs instruction so that students are engaged in actively integrating and transferring knowledge across the curriculum.*
4 3 2 1 N
5. *Engages students in activities that demonstrate the purpose and function of subject matter to make connections to the world beyond the classroom and enhances the relationship and relevance to a global society.*
4 3 2 1 N
6. *Evaluates, adapts, and modifies instructional strategies, technologies, and other educational resources to enhance the learning of each student; embraces teaching through appropriate and creative activities utilizing instructional techniques that are supported by current research.*
4 3 2 1 N

I recommend that _____ has/ has not satisfactorily completed student teaching.

Mentor Teacher Signature: _____ Date: _____

Program Evaluation for Mentor Teachers

As a professional educator, your perspective about how well we are preparing our future teachers is of utmost importance. We have a specific vision for the Habits of Mind future teachers need, and we would like to know how well you believe we are doing in fostering these. We also would like your suggestions for programmatic improvement.

Subject Matter Knowledge

Pedagogical Knowledge

Caring Teaching Skill

From your perspective, how well are we fostering these? What's going well, and what can be strengthened?

1. Are open to being known and knowing others, which requires but goes beyond respecting self and others.
2. Are learner-teachers: teachers who will forever learn.
3. Take risks for the benefit of learners.
4. Approach problems with curiosity and critical reflection.
5. Continually seek out different perspectives about learners, learning, teaching, and subject matter.
6. Continually incorporate different perspectives into their planning and teaching decision-making.
7. Assign highest priority to the needs of their K-12 learners.
8. Seek out the best quality, most just and compassionate learning outcomes for learners.

9. Maintain exemplary ethical and moral integrity.
10. Recognize the deliberative nature of ethical thinking.

In your estimation, which of these Habits of Mind do we seem to be fostering most successfully in our program?

What suggestions do you have for strengthening one or more of these Habits of Mind?

What else do you think we are doing well? What are your reasons? Please give us specifics!

What else needs to be strengthened? What are your reasons? Please give us specifics!

Thank you very much for working with our student teachers. It is only through your dedication to learners and the profession that we can prepare the next generation of teachers. We are always grateful for your time, energy, and feedback.

Please return this form to the field supervisor or send it directly to:

Mary Weicht
Education Department Secretary
611 E. Porter Street
Albion, MI 49224

Questions can be e-mailed to:

mweicht@albion.edu

4. You planned this lesson with at least one of your focus students, “_____,” in mind. What about this student effected your planning and how have you geared your plans directly to address the needs of this student?

5. What does your observer need to know about what’s happening right now in the classroom, school, or community that may help contextualize things?

6. What do you want me to watch for? What kind of data do you want me to collect? This is critical, because you are the expert on what you are ready to learn about at this moment. Examples include: gender issues—count the number of times I call on males/females; on-task versus off-task talk—collect samples of what students are saying in different locations in the classroom throughout the lesson; “withitness”—record samples of events happening throughout the lesson so I can see how much of it I knew was happening.)

As a reminder, you are expected to include in your attached lesson plan all of the following: MDE benchmarks/standards, objectives and evaluation statements that refer back to the objectives, plans for assessing students’ thinking/work, a clear instructional sequence that a substitute teacher could follow, and materials.

ALBION COLLEGE STUDENT TEACHING MID-TERM FEEDBACK FORM

Completed by Student Teacher

Student Teacher _____

Mentor Teacher _____

School _____ City _____

Grade Level and/or Subject _____

The following is an assessment of the student teacher's progress. Please consider the individual in terms of a prospective teacher—not in terms of an experienced teacher. And, evaluate the student teacher's development using the following scale of progress:

- 4 = *consistently outstanding performance*;
- 3 = *strong performance*;
- 2 = *appropriate progress*;
- 1 = *area of needed focus*; and,
- N = *no opportunity to evaluate*.

Habits of Mind

- | | | | | | | |
|----|---|---|---|---|---|---|
| 1. | a) <i>Is open to being known and knowing others, which requires but goes beyond respecting self and others.</i> | 4 | 3 | 2 | 1 | N |
| | b) <i>Is a learner-teacher: a teacher who will forever learn.</i> | 4 | 3 | 2 | 1 | N |
| 2. | a) <i>Takes risks for the benefit of learners.</i> | 4 | 3 | 2 | 1 | N |
| | b) <i>Approaches problems with curiosity and critical reflection.</i> | 4 | 3 | 2 | 1 | N |
| 3. | a) <i>Continually seeks out different perspectives.</i> | 4 | 3 | 2 | 1 | N |
| | b) <i>Continually incorporates different perspectives.</i> | 4 | 3 | 2 | 1 | N |
| 4. | a) <i>Assigns highest priority to the needs of her/his K-12 learners.</i> | 4 | 3 | 2 | 1 | N |

b) *Seeks out the best quality, most just and compassionate learning outcomes for them.*

4 3 2 1 N

5. a) *Maintains exemplary ethical and moral integrity.*

4 3 2 1 N

b) *Recognizes the deliberative nature of ethical thinking.*

4 3 2 1 N

Highlight any particular areas that might reflect important progress and serve as exemplars for continued growth. Also, include recommended next steps for the remainder of the semester.

Personal & Professional Qualities

1. *Is well prepared academically for the subject and/or grade level assigned.*

4 3 2 1 N

2. *Models a commitment to lifelong learning.*

4 3 2 1 N

3. *Uses acceptable English in everyday speech.*

4 3 2 1 N

4. *Demonstrates self-confidence in the classroom.*

4 3 2 1 N

5. *Possesses a sense of humor compatible with age level of students.*

4 3 2 1 N

6. *Is well groomed and appropriately dressed.*

4 3 2 1 N

7. *Is punctual in arrival and in keeping appointments; daily attendance.*

4 3 2 1 N

8. *Is trustworthy and dependable in meeting teaching responsibilities.*

4 3 2 1 N

9. *Participates in school and faculty meetings and functions.*

4 3 2 1 N

10. *Has made efforts to professionally interact with other faculty in building.*

4 3 2 1 N

11. *Behaves in an ethical and professional manner toward students, faculty, parents, administrators, and other school staff.*

4 3 2 1 N

12. *Accurately evaluates own teaching.*
4 3 2 1 N
13. *Seeks out constructive criticism and feedback.*
4 3 2 1 N
14. *Acts upon supervisory suggestions and direction.*
4 3 2 1 N
15. *Other:*

Highlight any particular areas that might reflect important progress and serve as exemplars for continued growth. Also, include recommended next steps for the remainder of the semester.

Lesson Preparation

1. *Develops and implements well-constructed unit and lesson plans.*
4 3 2 1 N
2. *Applies knowledge of human growth, development, and learning theory to design and implement instruction for the continuing development of students' cognitive, affective, physical, emotional, and social capacities.*
4 3 2 1 N
3. *Applies methods that accomplish lesson objectives.*
4 3 2 1 N
4. *Uses a variety of pedagogical strategies suitable for the grade or subject.*
4 3 2 1 N
5. *Uses materials and strategies to meet the diverse learning needs of students.*
4 3 2 1 N
6. *Uses interdisciplinary knowledge when appropriate to the subject matter.*
4 3 2 1 N
7. *Uses multicultural materials when appropriate to the subject matter.*
4 3 2 1 N
8. *Uses supplemental information for increased teaching effectiveness.*
4 3 2 1 N
9. *Has teaching materials organized and ready before lesson begins.*
4 3 2 1 N
10. *Other:*

Highlight any particular areas that might reflect important progress and serve as exemplars for continued growth. Also, include recommended next steps for the remainder of the semester.

Lesson Implementation

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 1. | <i>Stimulates interest about the subject matter.</i> | 4 | 3 | 2 | 1 | N |
| 2. | <i>Clarifies purpose of lesson and its relation to previous and subsequent lessons.</i> | 4 | 3 | 2 | 1 | N |
| 3. | <i>Uses effective examples, demonstrations, and materials to illustrate concepts and skills.</i> | 4 | 3 | 2 | 1 | N |
| 4. | <i>Uses voice in way that keeps students' interest (i.e., inflection, tone, and projection).</i> | 4 | 3 | 2 | 1 | N |
| 5. | <i>Writes and prints legibly and spells correctly.</i> | 4 | 3 | 2 | 1 | N |
| 6. | <i>Moves around the classroom while teaching entire class to maximize learning.</i> | 4 | 3 | 2 | 1 | N |
| 7. | <i>Insists that all students be alert and pay attention to speakers.</i> | 4 | 3 | 2 | 1 | N |
| 8. | <i>Asks questions designed to promote critical and reflective thought.</i> | 4 | 3 | 2 | 1 | N |
| 9. | <i>Gives clear oral directions.</i> | 4 | 3 | 2 | 1 | N |
| 10. | <i>Includes activities that allow students to review and practice concepts taught.</i> | 4 | 3 | 2 | 1 | N |
| 11. | <i>Insists on full participation during discussions, question sessions, and group work.</i> | 4 | 3 | 2 | 1 | N |
| 12. | <i>Uses collaborative groups in class.</i> | 4 | 3 | 2 | 1 | N |
| 13. | <i>Moves around the classroom during individual and group work.</i> | 4 | 3 | 2 | 1 | N |
| 14. | <i>Summarizes major concepts during lesson conclusion.</i> | 4 | 3 | 2 | 1 | N |

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 15. | <i>Makes effective and efficient transitions.</i> | 4 | 3 | 2 | 1 | N |
| 16. | <i>Adjusts readily to unanticipated changes in schedule or routine.</i> | 4 | 3 | 2 | 1 | N |
| 17. | <i>Modifies instruction as lesson proceeds to meet student needs.</i> | 4 | 3 | 2 | 1 | N |
| 18. | <i>When necessary, insists on silence from class before continuing.</i> | 4 | 3 | 2 | 1 | N |
| 19. | <i>Has high expectations of all students.</i> | 4 | 3 | 2 | 1 | N |
| 20. | <i>Uses appropriate pacing in lessons.</i> | 4 | 3 | 2 | 1 | N |
| 21. | <i>Utilizes the entire class period effectively.</i> | 4 | 3 | 2 | 1 | N |
| 22. | <i>Other:</i> | | | | | |

Highlight any particular areas that might reflect important progress and serve as exemplars for continued growth. Also, include recommended next steps for the remainder of the semester.

Classroom Management

- | | | | | | | |
|----|--|---|---|---|---|---|
| 1. | <i>Is creating a learning community with students.</i> | 4 | 3 | 2 | 1 | N |
| 2. | <i>Shows respect for students.</i> | 4 | 3 | 2 | 1 | N |
| 3. | <i>Is respected by students.</i> | 4 | 3 | 2 | 1 | N |
| 4. | <i>Attends to individual differences among students and alters pedagogy accordingly.</i> | 4 | 3 | 2 | 1 | N |
| 5. | <i>Is fair and equitable in terms of gender, including non-biased language.</i> | 4 | 3 | 2 | 1 | N |
| 6. | <i>Is fair and equitable in terms of race, including non-biased language.</i> | 4 | 3 | 2 | 1 | N |
| 7. | <i>Is willing to spend extra time with students who need help.</i> | 4 | 3 | 2 | 1 | N |

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 8. | <i>Has established rules and routines for classroom behavior.</i> | 4 | 3 | 2 | 1 | N |
| 9. | <i>Is consistent and fair in managing and disciplining students.</i> | 4 | 3 | 2 | 1 | N |
| 10. | <i>Effectively addresses student misbehavior.</i> | 4 | 3 | 2 | 1 | N |
| 11. | <i>Is aware of what is happening around the classroom.</i> | 4 | 3 | 2 | 1 | N |
| 12. | <i>Other:</i> | | | | | |

Highlight any particular areas that might reflect important progress and serve as exemplars for continued growth. Also, include recommended next steps for the remainder of the semester.

Assessment

- | | | | | | | |
|----|---|---|---|---|---|---|
| 1. | <i>Uses qualitative data such as observation notes, work samples, and portfolio entries to guide instruction.</i> | 4 | 3 | 2 | 1 | N |
| 2. | <i>Monitors students' growth.</i> | 4 | 3 | 2 | 1 | N |
| 3. | <i>Uses varied (traditional and authentic) assessment techniques.</i> | 4 | 3 | 2 | 1 | N |
| 4. | <i>Provides prompt feedback on homework, quizzes, and tests.</i> | 4 | 3 | 2 | 1 | N |
| 5. | <i>Effectively communicates with parents when appropriate.</i> | 4 | 3 | 2 | 1 | N |
| 6. | <i>Assesses learning and differentiate instruction to maximize student achievement and to accommodate differences in backgrounds, learning modes, disabilities, aptitudes, interests, and levels of maturity.</i> | 4 | 3 | 2 | 1 | N |
| 7. | <i>Understands the connections between instructional decisions, grading, and assessment data.</i> | 4 | 3 | 2 | 1 | N |
| 8. | <i>Uses formal and informal, as well as formative and summative, assessments to evaluate learning and ensures the academic achievement of all students.</i> | 4 | 3 | 2 | 1 | N |

9. *Discerns the extent to which personal belief systems and values may affect the instructional process and grading, and adjusts instruction and interactions accordingly.*
4 3 2 1 N
10. *Understands, designs, and implements grading processes and assessments, using multiple approaches to accommodate diverse backgrounds, abilities, and needs of students.*
4 3 2 1 N
11. *Other:*

Highlight any particular areas that might reflect important progress and serve as exemplars for continued growth. Also, include recommended next steps for the remainder of the semester.

Information Technology

1. *Uses information technology to enhance learning.*
4 3 2 1 N
2. *Designs, develops, and implements student learning activities that integrate information technology for a variety of educational purposes and for diverse student populations.*
4 3 2 1 N
3. *Understands the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in K-12 schools and apply those principles in practice.*
4 3 2 1 N
4. *Applies technology to facilitate a variety of effective assessment and evaluation strategies.*
4 3 2 1 N
5. *Other:*

Highlight any particular areas that might reflect important progress and serve as exemplars for continued growth. Also, include recommended next steps for the remainder of the semester.

Subject Area Knowledge

1. *Designs and implements instruction aligned with the Core Curriculum Sate Academic Standards, Universal Education Vision and Principles, and the PSMT.*
4 3 2 1 N
2. *Creates learning environments that promote critical and higher order thinking skills, fosters the acquisition of deep knowledge, and provide connections beyond the classrooms to promote substantive conversation and clear structured writing among teachers and learners regarding subject matter acquisition.*
4 3 2 1 N

3. *Helps each student to learn how to safely and responsibly access and uses resources to become a discerning independent learner and problem solver (e.g., print materials, information technology, assistive technology).*
 4 3 2 1 N
4. *Designs instruction so that students are engaged in actively integrating and transferring knowledge across the curriculum.*
 4 3 2 1 N
5. *Engages students in activities that demonstrate the purpose and function of subject matter to make connections to the world beyond the classroom and enhances the relationship and relevance to a global society.*
 4 3 2 1 N
6. *Evaluates, adapts, and modifies instructional strategies, technologies, and other educational resources to enhance the learning of each student; embraces teaching through appropriate and creative activities utilizing instructional techniques that are supported by current research.*
 4 3 2 1 N

I, _____, have/have not satisfactorily completed student teaching.

Student Teacher Signature: _____ Date: _____

ALBION COLLEGE STUDENT TEACHING FINAL FEEDBACK FORM

Completed by Student Teacher

Student Teacher _____

Mentor Teacher _____

School _____ City _____

Grade Level and/or Subject _____

The following is an assessment of the student teacher's progress. Please consider the individual in terms of a prospective teacher—not in terms of an experienced teacher. And, evaluate the student teacher's development using the following scale of progress:

- 4 = *consistently outstanding performance*;
- 3 = *strong performance*;
- 2 = *appropriate progress*;
- 1 = *area of needed focus*; and,
- N = *no opportunity to evaluate*.

Habits of Mind

- | | | | | | | |
|----|---|---|---|---|---|---|
| 1. | a) <i>Is open to being known and knowing others, which requires but goes beyond respecting self and others.</i> | 4 | 3 | 2 | 1 | N |
| | b) <i>Is a learner-teacher: a teacher who will forever learn.</i> | 4 | 3 | 2 | 1 | N |
| 2. | a) <i>Takes risks for the benefit of learners.</i> | 4 | 3 | 2 | 1 | N |
| | b) <i>Approaches problems with curiosity and critical reflection.</i> | 4 | 3 | 2 | 1 | N |
| 3. | a) <i>Continually seeks out different perspectives.</i> | 4 | 3 | 2 | 1 | N |
| | b) <i>Continually incorporates different perspectives.</i> | 4 | 3 | 2 | 1 | N |
| 4. | a) <i>Assigns highest priority to the needs of her/his K-12 learners.</i> | 4 | 3 | 2 | 1 | N |
| | b) <i>Seeks out the best quality, most just and compassionate learning outcomes for them.</i> | 4 | 3 | 2 | 1 | N |

5. a) *Maintains exemplary ethical and moral integrity.*
4 3 2 1 N

b) *Recognizes the deliberative nature of ethical thinking.*
4 3 2 1 N

Highlight any particular areas that might reflect important progress and serve as exemplars for continued growth. Also, include recommended next steps for the remainder of the semester.

Personal & Professional Qualities

1. *Is well prepared academically for the subject and/or grade level assigned.*
4 3 2 1 N

2. *Models a commitment to lifelong learning.*
4 3 2 1 N

3. *Uses acceptable English in everyday speech.*
4 3 2 1 N

4. *Demonstrates self-confidence in the classroom.*
4 3 2 1 N

5. *Possesses a sense of humor compatible with age level of students.*
4 3 2 1 N

6. *Is well groomed and appropriately dressed.*
4 3 2 1 N

7. *Is punctual in arrival and in keeping appointments; daily attendance.*
4 3 2 1 N

8. *Is trustworthy and dependable in meeting teaching responsibilities.*
4 3 2 1 N

9. *Participates in school and faculty meetings and functions.*
4 3 2 1 N

10. *Has made efforts to professionally interact with other faculty in building.*
4 3 2 1 N

11. *Behaves in an ethical and professional manner toward students, faculty, parents, administrators, and other school staff.*
4 3 2 1 N

12. *Accurately evaluates own teaching.*
4 3 2 1 N

13. *Seeks out constructive criticism and feedback.*
4 3 2 1 N
14. *Acts upon supervisory suggestions and direction.*
4 3 2 1 N
15. *Other:*

Highlight any particular areas that might reflect important progress and serve as exemplars for continued growth. Also, include recommended next steps for the remainder of the semester.

Lesson Preparation

1. *Develops and implements well-constructed unit and lesson plans.*
4 3 2 1 N
2. *Applies knowledge of human growth, development, and learning theory to design and implement instruction for the continuing development of students' cognitive, affective, physical, emotional, and social capacities.*
4 3 2 1 N
3. *Applies methods that accomplish lesson objectives.*
4 3 2 1 N
4. *Uses a variety of pedagogical strategies suitable for the grade or subject.*
4 3 2 1 N
5. *Uses materials and strategies to meet the diverse learning needs of students.*
4 3 2 1 N
6. *Uses interdisciplinary knowledge when appropriate to the subject matter.*
4 3 2 1 N
7. *Uses multicultural materials when appropriate to the subject matter.*
4 3 2 1 N
8. *Uses supplemental information for increased teaching effectiveness.*
4 3 2 1 N
9. *Has teaching materials organized and ready before lesson begins.*
4 3 2 1 N
10. *Other:*

Highlight any particular areas that might reflect important progress and serve as exemplars for continued growth. Also, include recommended next steps for the remainder of the semester.

Lesson Implementation

1. *Stimulates interest about the subject matter.*
4 3 2 1 N
2. *Clarifies purpose of lesson and its relation to previous and subsequent lessons.*
4 3 2 1 N
3. *Uses effective examples, demonstrations, and materials to illustrate concepts and skills.*
4 3 2 1 N
4. *Uses voice in way that keeps students' interest (i.e., inflection, tone, and projection).*
4 3 2 1 N
5. *Writes and prints legibly and spells correctly.*
4 3 2 1 N
6. *Moves around the classroom while teaching entire class to maximize learning.*
4 3 2 1 N
7. *Insists that all students be alert and pay attention to speakers.*
4 3 2 1 N
8. *Asks questions designed to promote critical and reflective thought.*
4 3 2 1 N
9. *Gives clear oral directions.*
4 3 2 1 N
10. *Includes activities that allow students to review and practice concepts taught.*
4 3 2 1 N
11. *Insists on full participation during discussions, question sessions, and group work.*
4 3 2 1 N
12. *Uses collaborative groups in class.*
4 3 2 1 N
13. *Moves around the classroom during individual and group work.*
4 3 2 1 N
14. *Summarizes major concepts during lesson conclusion.*
4 3 2 1 N

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 15. | <i>Makes effective and efficient transitions.</i> | 4 | 3 | 2 | 1 | N |
| 16. | <i>Adjusts readily to unanticipated changes in schedule or routine.</i> | 4 | 3 | 2 | 1 | N |
| 17. | <i>Modifies instruction as lesson proceeds to meet student needs.</i> | 4 | 3 | 2 | 1 | N |
| 18. | <i>When necessary, insists on silence from class before continuing.</i> | 4 | 3 | 2 | 1 | N |
| 19. | <i>Has high expectations of all students.</i> | 4 | 3 | 2 | 1 | N |
| 20. | <i>Uses appropriate pacing in lessons.</i> | 4 | 3 | 2 | 1 | N |
| 21. | <i>Utilizes the entire class period effectively.</i> | 4 | 3 | 2 | 1 | N |
| 22. | <i>Other:</i> | | | | | |

Highlight any particular areas that might reflect important progress and serve as exemplars for continued growth. Also, include recommended next steps for the remainder of the semester.

Classroom Management

- | | | | | | | |
|----|--|---|---|---|---|---|
| 1. | <i>Is creating a learning community with students.</i> | 4 | 3 | 2 | 1 | N |
| 2. | <i>Shows respect for students.</i> | 4 | 3 | 2 | 1 | N |
| 3. | <i>Is respected by students.</i> | 4 | 3 | 2 | 1 | N |
| 4. | <i>Attends to individual differences among students and alters pedagogy accordingly.</i> | 4 | 3 | 2 | 1 | N |
| 5. | <i>Is fair and equitable in terms of gender, including non-biased language.</i> | 4 | 3 | 2 | 1 | N |
| 6. | <i>Is fair and equitable in terms of race, including non-biased language.</i> | 4 | 3 | 2 | 1 | N |
| 7. | <i>Is willing to spend extra time with students who need help.</i> | 4 | 3 | 2 | 1 | N |

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 8. | <i>Has established rules and routines for classroom behavior.</i> | 4 | 3 | 2 | 1 | N |
| 9. | <i>Is consistent and fair in managing and disciplining students.</i> | 4 | 3 | 2 | 1 | N |
| 10. | <i>Effectively addresses student misbehavior.</i> | 4 | 3 | 2 | 1 | N |
| 11. | <i>Is aware of what is happening around the classroom.</i> | 4 | 3 | 2 | 1 | N |
| 12. | <i>Other:</i> | | | | | |

Highlight any particular areas that might reflect important progress and serve as exemplars for continued growth. Also, include recommended next steps for the remainder of the semester.

Assessment

- | | | | | | | |
|----|---|---|---|---|---|---|
| 1. | <i>Uses qualitative data such as observation notes, work samples, and portfolio entries to guide instruction.</i> | 4 | 3 | 2 | 1 | N |
| 2. | <i>Monitors students' growth.</i> | 4 | 3 | 2 | 1 | N |
| 3. | <i>Uses varied (traditional and authentic) assessment techniques.</i> | 4 | 3 | 2 | 1 | N |
| 4. | <i>Provides prompt feedback on homework, quizzes, and tests.</i> | 4 | 3 | 2 | 1 | N |
| 5. | <i>Effectively communicates with parents when appropriate.</i> | 4 | 3 | 2 | 1 | N |
| 6. | <i>Assesses learning and differentiate instruction to maximize student achievement and to accommodate differences in backgrounds, learning modes, disabilities, aptitudes, interests, and levels of maturity.</i> | 4 | 3 | 2 | 1 | N |
| 7. | <i>Understands the connections between instructional decisions, grading, and assessment data.</i> | 4 | 3 | 2 | 1 | N |
| 8. | <i>Uses formal and informal, as well as formative and summative, assessments to evaluate learning and ensures the academic achievement of all students.</i> | 4 | 3 | 2 | 1 | N |

9. *Discerns the extent to which personal belief systems and values may affect the instructional process and grading, and adjusts instruction and interactions accordingly.*
4 3 2 1 N
10. *Understands, designs, and implements grading processes and assessments, using multiple approaches to accommodate diverse backgrounds, abilities, and needs of students.*
4 3 2 1 N
11. *Other:*

Highlight any particular areas that might reflect important progress and serve as exemplars for continued growth. Also, include recommended next steps for the remainder of the semester.

Information Technology

1. *Uses information technology to enhance learning.*
4 3 2 1 N
2. *Designs, develops, and implements student learning activities that integrate information technology for a variety of educational purposes and for diverse student populations.*
4 3 2 1 N
3. *Understands the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in K-12 schools and apply those principles in practice.*
4 3 2 1 N
4. *Applies technology to facilitate a variety of effective assessment and evaluation strategies.*
4 3 2 1 N
5. *Other:*

Highlight any particular areas that might reflect important progress and serve as exemplars for continued growth. Also, include recommended next steps for the remainder of the semester.

Subject Area Knowledge

1. *Designs and implements instruction aligned with the Core Curriculum Sate Academic Standards, Universal Education Vision and Principles, and the PSMT.*
4 3 2 1 N
2. *Creates learning environments that promote critical and higher order thinking skills, fosters the acquisition of deep knowledge, and provide connections beyond the classrooms to promote substantive conversation and clear structured writing among teachers and learners regarding subject matter acquisition.*
4 3 2 1 N

- | | | | | | | |
|----|--|---|---|---|---|---|
| 3. | <i>Helps each student to learn how to safely and responsibly access and uses resources to become a discerning independent learner and problem solver (e.g., print materials, information technology, assistive technology).</i> | 4 | 3 | 2 | 1 | N |
| 4. | <i>Designs instruction so that students are engaged in actively integrating and transferring knowledge across the curriculum.</i> | 4 | 3 | 2 | 1 | N |
| 5. | <i>Engages students in activities that demonstrate the purpose and function of subject matter to make connections to the world beyond the classroom and enhances the relationship and relevance to a global society.</i> | 4 | 3 | 2 | 1 | N |
| 6. | <i>Evaluates, adapts, and modifies instructional strategies, technologies, and other educational resources to enhance the learning of each student; embraces teaching through appropriate and creative activities utilizing instructional techniques that are supported by current research.</i> | 4 | 3 | 2 | 1 | N |

I, _____, am/am not making satisfactory progress towards successful completion of student teaching in the above stated beginning teacher areas.

Student Teacher Signature: _____ Date: _____

4.1.8 Forms for field supervisors
Observation Form

This form is to engage you in meaningful reflection about your teaching practice. As the semester progresses, it is expected that your responses reflect greater sophistication and depth.

Student Teacher _____ Date _____
Mentor Teacher _____ Subject _____
Field Supervisor _____ Period _____
School _____ Visit: 1st 2nd 3rd 4th 5th Other _____
Conferences _____

Planning

Evidence of Planning:

Y or N Was a sufficiently detailed lesson plan present? (Please write comments, if applicable)

Did it include the following?

Y or N MDE benchmarks/standards
Y or N Higher Order thinking/activities required of students?
Y or N Were assessment strategies or instruments included?
Y or N Materials (prepared and organized)
Y or N Was the Pre-Observation Memo complete and sufficiently thoughtful?
(Please write comments, if applicable)

Professionalism

Evidence of Professionalism: (please write comments if applicable)

Y or N Dependability (arrives to class on time, begins lesson on time, etc.)
Y or N Appropriate dress/language/demeanor

Observation:

What was your (my) lesson about? What were the academic goals of the lesson?

Did the lesson accomplish these goals?

What went well?

What was most challenging?

What will you (I) continue to work on?

How might you (I) do this? (strategies)

What were the goals for creating and maintaining positive classroom dynamics for this class?

What went well?

What was most challenging?

What will you (I) continue to work on?

How might you (I) do this? (strategies)

Where have (I/you) been and where are you going?

Observer's Comments:

4.1.9 Contact information for department members

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4.1.10 TEP developmental field experience sequence

Albion College Teacher Education Program Developmental Field Experience Sequence

Tier 1: Learning Processes

Concurrent to EDUC 202

Processes in Learning and Teaching

Key field work: Child/Youth Study, learning to observe children/youth, examining issues of (in) equity, and appreciate complexity of individual students.

Field experience: All local schools.

Tier 2: Accommodating Special Needs

Concurrent to EDUC 203

Foundational Contexts of Education

Key field work: Case Study, observing children/youth, examining issues of (in) equity and understanding multiple contexts.

Field experience: Special education classrooms and programs, Albion Public Schools.

Tier 3: Applying Pedagogical Approaches

Concurrent to EDUC 259, 338(9), 348(9), 358(9), 371, 374(5, 6, 7), 396 & 397

Professional sequence of pedagogy courses

Key field work: Instructional conversations with children/youth; lesson planning and teaching, and reflecting on professional standards.

Field experience: All local schools.

Tier 4: Understanding Multiple Literacies Across the Curriculum

Concurrent to EDUC 372 & 373

Key field work: Teaching for strategic learning, diverse literature, integrating technology and literacy, and writing across the curriculum.

Field experience: All local schools.

Tier 5: Boundary Crossings (Maymester)

Concurrent to Education 396 & 397

Key field work: Professional collaboration with mentor teachers, interdisciplinary curriculum unit, reflective practice, in-depth assessment of children/youth achievement.

Field experience: Albion Public Schools.

Capstone Experience: Student Teaching

At this point, we believe that prospective teachers will have had a variety of experiences to prepare them to see learners as individuals, *each* with their own special needs. We believe that prospective teachers will be prepared to plan and teach in innovative and interdisciplinary ways, responsive to society and community.

Field experience: All local schools.