

# Teacher Education Program Handbook

## Twelfth Edition



# Table of Contents

## Section 1 TEACHER EDUCATION PROGRAM

### **1.1.0 Overview of Teacher Education Program** 1.1.1

#### Program Philosophy

- 1.1.2 Program Requirements
- 1.1.3 Residential, Undergraduate Liberal Arts Education
- 1.1.4 Community of Practice
- 1.1.5 Advising
- 1.1.6 Program Courses
- 1.1.7 Numeric Grade
- 1.1.8 Field Experience
- 1.1.9 Standards and Expectations
- 1.1.10 Background Checks
- 1.1.11 Michigan Tests for Teacher Certification

### **1.2.0 Pre-Admission to Teacher Education Program** 1.2.1

#### Orientation Sessions

- 1.2.2 EDUC 202 & 203

### **1.3.0 Admission to Teacher Education Program** 1.3.1

#### Application for Admission

- 1.3.2 Admitted Status
- 1.3.3 Pending Status
- 1.3.4 Probation Status

### **1.4.0 Concentrations: Programs of Study** 1.4.1

#### Overview

- 1.4.2 Elementary Education Concentration
- 1.4.3 K-12 Education Concentration
- 1.4.4 Secondary Education Concentration
- 1.4.5 Boundary Crossings

### **1.5.0 Application for Student Teaching** 1.5.1

#### Application Process

- 1.5.2 Student Teaching Eligibility Inquiry
- 1.5.3 Placement Policy
- 1.5.4 Internship
- 1.5.5 Seminar
- 1.5.6 Capstone
- 1.5.7 Commencement for Ninth Semester Student Teachers

### **1.6.0 Recommendation for Certification** 1.6.1

#### General Requirements

- 1.6.2 Eligibility and Processing
- 1.6.3 Reciprocity

## **Section 2 EXPECTATIONS AND SUPPORT**

### **2.1.0 Overview of Expectations and Support 2.1.1**

Compliance

2.1.2 Petition Process

2.1.3 Academic Integrity

2.1.4 Diversity Commitment

2.1.5 Physical and Cognitive Differences Commitment

2.1.6 Academic Skills Support

## **Section 3 STUDENT TEACHING: ROLES, RESPONSIBILITIES AND LOGISTICS**

### **3.1.0 Overview of Roles and Responsibilities 3.1.1**

Mentor Teachers

3.1.2 Field Supervisors

3.1.3 Seminar Instructors

3.1.4 Student Teachers

3.1.5 Substitute Teaching

3.1.6 Assisting a Struggling Student Teacher

### **3.2.0 Overview of Logistics**

3.2.1 Internship

3.2.2 Calendar

3.2.3 Attendance

3.2.4 Dress Code

3.2.5 Agreement Process

3.2.6 Capstone

## **Section 4 APPENDICES**

### **4.1.0 Clinical Experience Developmental Sequence 4.2.0**

#### **Petition: Directions**

#### **4.3.0 Agreement to Engage in Employment, Additional Coursework & Extracurricular Activity During Student Teaching Internship: Directions**

#### **4.4.0 Capstone Calendar**

#### **4.5.0 TEP Faculty and Staff Contact Information**

# 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 (i.e., Albion College 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 TEP faculty, staff and prospective teachers 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 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 PK-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 First-Aid and Adult & Pediatric CPR course certification from an MDE approved list of providers and passage of the appropriate Michigan Tests for Teacher Certification (MTTC), in order to be recommended for *standard* certification (i.e., five year limit) to the MDE (see section 1.6.1). 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 2.1.3).

#### **1.1.6 Program Courses**

First year students may take TEP courses beginning fall semester.

Occasionally prospective teachers may wish to take a course at another institution for transfer credit. Education courses from other institutions are not accepted for substitution of required concentration courses. In other words, an education course elsewhere cannot substitute for an education course at Albion

College. The TEP is approved as a complete program of study by the MDE; therefore, the entire sequence of courses be completed at Albion College. Moreover, transfer courses do not calculate into GPA(s). Maintaining a <3.0> GPA in the teaching major and teaching minor/planned program is required for program admission, and it is college policy that the majority of courses for the teaching major and teaching minor/planned program be completed at Albion College. 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 grade.

Education Department & Fritz Shurmur Center for Teacher Development faculty and staff will work with transfer students to the extent possible to accommodate particular needs.

### 1.1.7 Numeric Grade

Education courses must be completed for a numeric grade, except for those offered only as credit/no credit (e.g., EDUC 421/2/3; EDUC 374/5/6/7). All courses required for certification, including teaching major and teaching minor/planned program, must receive a numeric grade.

### 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 Field Placement Coordinator. Upon completing the TEP, graduates will have acquired more than 700 hours of field experience and taught more than 130 lessons.

Course Number	Minimum Number of Hours	Minimum Number of Lessons
EDUC 202	10	0
EDUC 203	10	1
EDUC 247, 372 & 319	10	2-3
EDUC 259 & IDY 262	20	3-4
EDUC 338, 348, 358	10	3-4
EDUC 339, 349, 359	20	6-8
EDUC 371 & 373	20	6-8
EDUC 396, 397	20/120	16-20
EDUC 421, 422, 423	480	100+

*\*\*\*Blue shading is for courses all prospective teachers take; orange shading is for elementary education concentration; and, green shading is for secondary/K-12 education concentration.*

Field experience placements are intentionally designed to scaffold the level of interaction and responsibility of prospective teachers as they progress through the TEP (see section 4.1.2). The 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 course 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 focuses on elementary, middle and high school settings. The secondary concentration provides experiences in middle and high school settings.

Field experience in classrooms and schools typically occurs two hours per week, between 7:30am-4:30pm, Monday-Friday. Prospective teachers may not apply time spent in one placement to more than one course (i.e., double counting is prohibited). In case of an unexpected absence, tardiness, or unavoidable schedule conflict, the mentor teacher and course instructor must be contacted by phone and Email, with as much advance notice as possible.

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 PK-12 learners and may choose to terminate a field experience placement at any time during the semester at their discretion.

### **1.1.9 Standards and Expectations**

Prospective teachers are expected to adhere to the Albion College Student Handbook *Basic Principles of Responsibility* (<https://www.albion.edu/student-life/student-affairs/current-students/student-handbook/policies-and-expectations>) and demonstrate appropriate understanding and application of the Interstate Teacher Assessment and Support Consortium Model Core Teaching



Standards and Learning Progressions for Teachers ([https://ccsso.org/sites/default/files/2017-12/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)), Michigan's Teacher Induction and Mentoring Standards (<http://assist.educ.msu.edu/ASSIST/school/together/michiganstandards.html>), and the Michigan Academic Standards ([https://www.michigan.gov/mde/0,4615,7-140-28753\\_64839\\_65510---,00.html](https://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html))—relevant to individual programs of study. Prospective teachers are also expected to critically reflect on their planning and practice relative to the Personalized Learning ([https://www.michigan.gov/mde/0,4615,7-140-28753\\_65799---,00.html](https://www.michigan.gov/mde/0,4615,7-140-28753_65799---,00.html)). These standards and expectations are integrated throughout the TEP.

#### **1.1.10 Background Checks**

The MDE requires prospective teachers to use the Internet Criminal History Access Tool (ICHAT) to provide evidence of a background check (<https://apps.michigan.gov/>). ICHAT search results plus completed College forms for background checks (Albion College Criminal history Check & Student Affairs Educational Records check, see Appendix 4.3.0) are required three times: (1) EDUC 202, (2) EDUC 203/application to the TEP, and (3) EDUC 421, 422 or 423/student teaching internship. ICHAT cost is \$10 per search. The FSCTD will reimburse prospective teachers admitted to the TEP for the second and third searches; a reimbursement form is available from the Education Department Secretary.

Any change in conviction status while enrolled in education courses must be reported to the Certification Officer and Education Department chair immediately.

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

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 be sent directly to Albion College. It is prohibited to keep copies of reports and scores; original documentation is required. In addition, please maintain copies of scores for personal files and future reference. Cost, dates, study guides and site information are available on-line <http://www.mttc.nesinc.com>.

*Elementary Education Concentration:* The MTTC Elementary Education test (test code 103) is a requirement for all prospective teachers seeking elementary certification. If individuals wish to be eligible to teach middle school (i.e., grades 6, 7, 8), they have the option to take an additional MTTC test for the teaching major.

*K-12 & Secondary Education 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 (*Nota bene:* individuals with a music teaching major need only pass the music test [test code 099], unless they have a non-music teaching minor). Further, individuals seeking K-12 or secondary 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 (<https://www.actfl.org/assessment-professional-development/assessments-the-actfl-testing-office>). Please contact Modern Languages and Cultures Department chair for more information.

## **1.2.0 Pre-Admission to Teacher Education Program**

### **1.2.1 Orientation Sessions**

Orientation sessions are offered each semester by the Fritz Shurmur Center for Teacher Development and Education Department, as part of enrollment in EDUC 202. Attendance is mandatory for admission to the TEP.

The hour-long session includes information about TEP certification, academic and professional expectations, courses, field experience, student teaching internship and preparation for employment.

### **1.2.2 EDUC 202 & 203**

*Foundational Contexts of Education* (1) fall, spring (EDUC 202). 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. 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, as well as teaching and learning in diverse PK-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 Application for Admission**

All application requirements must be satisfactorily met to be admitted to the TEP. A complete list of admission requirements can be obtained directly from the Education Department. Students are invited to apply to the program while enrolled in EDUC 203.

Applications are due by noon on the Friday following either Fall or Spring Break. Incomplete applications are reviewed and time line for eligibility commences the semester of enrollment in EDUC 203. Therefore, it is important that interested individuals plan ahead and communicate promptly with education department and Fritz Shurmur Center for Teacher Development faculty and

staff.

At the time of application, individuals are expected to choose either an elementary, a K-12 or secondary concentration and a teaching major. A teaching minor is required for K-12 and secondary concentrations; a planned program as a teaching minor is assigned to the elementary concentration.

Education Department and Fritz Shurmur Center for Teacher Development faculty and staff review applications at mid-semester (i.e., October, March) and at the completion of each semester after grades are posted (i.e., January, June). Individuals must be admitted to the TEP in order to enroll in courses at the 320 level and above. EDUC 202, 203, 247, 259, and 319, as well as IDY 262 and SCI 285, are courses that may be taken prior to admission to the TEP.

#### **1.3.2 Admitted Status**

Applicants who have met or exceeded all requirements for admission will receive notification of admission via Email and are eligible for specialized opportunities (e.g., professional development funding).

#### **1.3.3 Pending Status**

Applicants who have not met all requirements for admission to the TEP will receive notification of pending status via Email. Further, the notification will include a request to reply and confirm whether they wish the application to remain active for review the subsequent semester.

Reply and confirmation to the Fritz Shurmur Center for Teacher Development, the Certification Officer and Education Department chair must occur no later than January 15 for fall semester applicants and June 15 for spring semester applicants. A request for the application to remain active may only be made twice (i.e., a maximum of two semesters). After two such requests, applications will be considered inactive and withdrawn from further consideration. To reinstate the application as active, an applicant must schedule a meeting and present an action plan to successfully complete all admission requirements to the Fritz Shurmur Center for Teacher Development, Liaison, Certification Officer and Education Department chair.

Additionally, a petition is then required to continue taking education courses (see section 2.1.2). Individuals should consult closely with their TEP adviser during the petition process.

Applications of those who do not reply and confirm will be considered inactive and withdrawn.

#### **1.3.4 Probation Status**

Applicants admitted to the TEP, but who have subsequently not maintained the minimum GPA requirement(s) or have been found to violate other standards and expectations (see section 1.1.9), are placed on probation status. A petition is then required to continue taking education courses at the 320 and above level (see section 2.1.2). Individuals should consult closely with their TEP adviser to prepare an action plan to remedy the probation status.

Individuals may remain on probationary status for a maximum of two semesters. In the event an individual does not achieve good standing after a second semester on probation, she or he may no longer be able to remedy the probation status. Prospective teachers placed on probation the semester immediately preceding the student teaching internship may be considered ineligible to student teach.

## 1.4.0 Concentrations: Programs of Study

### 1.4.1 Overview

Upon completion of pre-admission courses, prospective teachers specialize in one of three concentrations (i.e., Elementary, K-12, or Secondary Education) leading to eligibility for certification. Courses are tailored to meet developmentally appropriate content and professional expectations and standards.

### 1.4.2 Elementary Education Concentration

Individuals seeking to complete the elementary education concentration must:

- Complete one of four teaching majors (e.g., English language arts, integrated science, mathematics, social studies) of at least eight units;
- Complete planned program of at least six-and-a-half units—according to teaching major (see chart below);
- Complete professional sequence pedagogy courses; and,
- Complete all other requirements as determined by Certification Officer, TEP adviser, and Albion College Registrar.

<b><i>Elementary Education Concentration</i></b>			
<i>Prerequisites:</i> ENGL 101; PSYC 101; science with a lab (e.g., BIOL 195, CHEM 107, GEOL 101 or 103; or PHYS 105), except for integrated science majors whose science with a lab is completed via teaching major course work.			
<i>Planned Program for English language arts major:</i>	<i>Planned Program for integrated science major:</i>	<i>Planned Program for mathematics major:</i>	<i>Planned Program for social studies major:</i>
MATH 104 (1) HIST 131 (1) IDY 262 (1) PSYC 251 (1) SCI 285 (1) ENGL 348 (1) EDUC 319 (.5)	ENGL 203* (1) ENGL 348 (1) HIST 131 (1) IDY 262 (1) MATH 104 (1) EDUC 319 (.5) PSYC 251 (1)	HIST 131 (1) IDY 262 (1) PSYC 251 (1) ENGL 203* (1) ENGL 348 (1) EDUC 319 (.5) SCI 285 (1)	MATH 104 (1) IDY 262 (1) PSYC 251 (1) ENGL 203* (1) ENGL 348 (1) EDUC 319 (.5) SCI 285 (1)

<p><i>Professional Sequence:</i>  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)</p>
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*\* Either ENGL 101H or ENGL 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 Education Concentration**

Individuals seeking to complete K-12 concentration in music, French, German or Spanish must:

- Complete a teaching major of at least eight units;
- Complete a teaching minor of at least five units;
- Complete professional sequence of relevant pedagogy courses; and, ▪  
Complete all other requirements as determined by the by the Certification Officer, TEP adviser, and Albion College Registrar.

<b><i>K-12 Education Concentration</i></b>
<p><i>Prerequisites:</i>  PSYC 101, and other(s) as required by academic department offering teaching major and teaching minor program(s) of study.</p>
<p><i>Professional Sequence:</i>  EDUC 202 (1); EDUC 203 (1);  PSYC 251 (1); EDUC 338 or 348 or 358 (.5), or EDUC 339 or 349 or 359 (1); EDUC 371 (1), only if world language major; EDUC 373 (1); EDUC 396* (1); EDUC 423 (3); and, EDUC 432 (1)</p>

**\*\*** 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.

**1.4.4 Secondary Education Concentration**

Individuals seeking to complete the secondary concentration in biology, chemistry, earth science, English, French, German, history, math, physics, political science, psychology, social studies, Spanish, and/or teaching English as a second language must:

- Complete a teaching major of at least eight units;
- Complete a teaching minor of at least five units;
- Complete professional sequence of relevant pedagogy courses in their areas of certification (e.g., EDUC 338/9; EDUC 348/9; EDUC 358/9).  
Individuals with a humanities teaching major and teaching minor (e.g., English or world languages—French, German, Spanish) complete EDUC 339; those with a social science teaching major and teaching minor (e.g., history, political science, psychology) complete EDUC 349, and those with

a mathematics/science teaching major and teaching minor (biology, chemistry, geology/earth science, physics, mathematics) complete EDUC 359. Individuals with teaching major and teaching minors from different divisions take the respective combination of EDUC 338, 348, and/or 358. Music pedagogy courses are offered by the Music Department. Consult with a TEP adviser and the Certification Officer to ensure enrollment in correct pedagogy courses; and,

- Complete all other requirements as determined by the Certification Officer, TEP adviser, and Albion College Registrar.

<b><i>Secondary Education Concentration</i></b>
<i>Prerequisites:</i> PSYC 101, and other(s) as required by academic department offering teaching major and teaching minor program(s) of study.
<i>Professional Sequence:</i> EDUC 202 (1); EDUC 203 (1); PSYC 251 (1); EDUC 338 or 348 or 358 (.5), and/or EDUC 339 or 349 or 359 (1); EDUC 373 (1); EDUC 397* (1); EDUC 422 (3); and, EDUC 432 (1)

*\*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.*

### **1.4.5 Boundary Crossings**

*Boundary Crossings in Elementary/Secondary Schools*, (EDUC 396/7), is a one unit course taken during the spring semester and month of May (aka MAEmester). Prospective teachers are expected to demonstrate commitment to PK-12 learners and professional regard for mentor teachers and other school staff. The field experience for the course requires full-day participation at a local school as well as attendance at afternoon and evening seminars. Prospective teachers will not have time to be involved in extracurricular activities and should plan ahead. In addition to the regular spring semester, prospective teachers live on campus and teach in the public schools for a minimum of three weeks in the month of May. Albion College housing facilities with kitchens are provided: pro-rated costs for room is billed for these additional weeks, with the option of including in regular semester billing. Each prospective teacher coordinates this with Residential Life staff prior to the start of the spring semester. Those who wish to procure their own housing arrangement during May must request so, and receive approval, from Residential Life staff. Moreover, under such circumstances, prospective teachers must communicate with course instructors and Fritz Shurmur Center for Teacher Development, Liaison, to confirm that these expectations and logistics are understood and will be followed.

## **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 academic year preceding the internship in order to complete a comprehensive placement process and confirm all certification requirements will be met. Applications are distributed via Email by the Education Department Secretary. Prospective teachers must submit completed applications to the Field Placement Coordinator by the Friday of the first week of spring semester for all placements during the following academic year. The application includes affirmation of Habits of Mind and academic integrity, commitment to professional ethics and standards, a cover letter, resume, and placement request form.

The Field Placement Coordinator reviews all applications, confers with each applicant to finalize cover letter and resume—sometimes providing edits and revisions, requests a placement, and advises each applicant through the process of scheduling and completing interviews and placement confirmation.

Confirmation of a student teaching placement does not mean that prospective teachers are eligible to enroll in EDUC 421/2/3 and EDUC 431/2. Eligibility to enroll requires verification of academic (e.g., minimum <2.7> cumulative GPA, minimum <3.0> concentration GPA, minimum <3.0> teaching major and teaching minor/planned program GPA) and clinical (e.g., minimum <low basic> average on Field Experience Feedback Forms) expectations. All concentration, teaching major and teaching minor/planned program courses must be successfully completed prior to the student teaching semester.

### **1.5.2 Student Teaching Eligibility Inquiry**

Although GPA is not always a reliable predictor of success as a classroom teacher, it is the indicator that Education Department & Fritz Shurmur Center for Teacher Development faculty and staff use to provide evidence of in-depth content knowledge in the teaching major, teaching minor and concentration, as well as intellectual rigor and aptitude in terms of the liberal arts mission at Albion College.

Prospective teachers who have not met requirements of the education concentration, teaching major, and/or teaching minor may not student teach unless they have support by respective department faculty. Support is determined by ad hoc review of academic performance framed by Michigan Academic Standards and Interstate Teacher Assessment and Support Consortium Model Core Teaching Standards and Learning Progressions for Teachers, as authorized by the Michigan State Board of Education (SBE).

To determine a prospective teacher's eligibility to student teach, and upon successful completion be recommended for certification, a formal inquiry for an alternative assessment of her/his performance in course work is submitted by

the Education Department chair. The alternative assessment focuses on:

- Does department faculty support the prospective teacher in terms of developing strong subject area knowledge?
- Does the prospective teacher merit continuation in the TEP (i.e., complete student teaching) based on your assessment of his subject matter knowledge according to the Michigan State Board of Education approved Interstate Teacher Assessment and Support Consortium Model Core Teaching Standards and Learning Progressions for Teachers (see standard 4)?

### **1.5.3 Placement Policy**

All student teaching placements are initiated and finalized by the Field Placement Coordinator and must be approved by the Education Department. Prospective teachers are placed with expert mentor teachers who hold certification and endorsements in the subject areas and grade levels relevant to the prospective teacher's program of study.

*30-mile Radius.* Student teaching placements are made 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 Field Supervisor, attend a weekly seminar, and participate in all Capstone activities and events. 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.

*Housing.* Individuals must communicate directly with the office of Residential Life by close of advising the semester before student teaching to finalize housing arrangements. Processes and timeline for finalizing housing request as determined by the office of Residential Life must be followed.

### **1.5.4 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 education 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.

#### **1.5.5 Seminar**

*Seminar: Elementary Student Teaching (1) Fall, Spring (EDUC 431).*

Prerequisite: Permission of department. Capstone course 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. Capstone course 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.

#### **1.5.6 Capstone**

The student teaching internship and seminar are enhanced by a week of culminating activities and events. Participation in all activities and events is mandatory. The week-long series typically involves workshops and presentations that synthesize the TEP. Prospective teachers, the broader College community and relevant professional educators are invited to attend a lecture and reception to celebrate student teachers' learning and accomplishments (see section 3.0).

#### **1.5.7 Commencement 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 requirements to do so.

### **1.6.0 Recommendation for Certification**

#### **1.6.1 General Requirements**

At the beginning of the student teaching semester, the Certification Officer attends a seminar session and explains certification requirements. Student teachers are provided a memo that notes missing or incomplete requirements. Education Department & Fritz Shurmur Center for Teacher Development faculty

and staff are responsible for providing information about certification requirements, but it is the responsibility of the student teacher to take initiative and meet requirements in a timely manner.

Completion of the student teaching internship and seminar do not automatically mean that prospective teachers are eligible for teacher certification. All requirements must be successfully completed. These include, but are not limited to:

- Verified completion of baccalaureate degree (i.e., per Albion College Registrar);
- Successful completion of MDE-approved First-Aid and Adult & Pediatric CPR course ([https://www.michigan.gov/documents/mde/Approved\\_First\\_Aid\\_and\\_CPR\\_Providers\\_397544\\_7.pdf](https://www.michigan.gov/documents/mde/Approved_First_Aid_and_CPR_Providers_397544_7.pdf));
- Official documentation of required criminal history checks and ICHAT searches; and,
- Official documentation of passing required MTTC Tests.

Individuals seeking secondary certification must take and pass the MTTC subject area test for both teaching major and teaching minor to be confirmed as eligible for certification. Individuals seeking elementary certification must take and pass the MTTC Elementary Education Test (Test Code 103). All prospective teachers must request the MTTC report official test scores to Albion College (Institution Code 02).

In addition, individuals seeking certification in German, French or Spanish must present official documentation of passage of the American Council on the Teaching of Foreign Languages Oral Proficiency Interview (see section 1.1.11).

### **1.6.2 Eligibility and Processing**

All program requirements—including but not limited to appropriate courses, College graduation requirements, MDE certification requirements—must be verified by the Certification Officer as successfully completed in order for prospective teachers' applications to be confirmed as eligible for certification via the Michigan Online Educator Certification System (MOECS)

([http://www.michigan.gov/mde/0,1607,7-140-6530\\_5683\\_57223---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_5683_57223---,00.html)).

Once applications are approved by the MDE, and the \$160 fee is paid by the applicant, unlimited copies of certificates may be printed. These may also be notarized by the applicant as needed.

The MDE remains solely responsible for making final decisions about eligibility for certification.

### **1.6.3 Reciprocity**

Michigan teacher certification is portable. Graduates of the Albion College TEP with certification are considered eligible for certification 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 & Internship Center.

## **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 teacher's progress and reconsideration of continued admission to the TEP.

#### **2.1.2 Petition Process**

Prospective teachers who wish to request an exception to TEP policy may do so by petition. Close consultation with the TEP adviser is required. Petitions are reviewed by Education Department & Fritz Shurmur Center for Teacher Development faculty and staff during regularly scheduled meetings each fall and spring semester. For pre-admission, admission and professional sequence phases of the TEP, individuals may petition to continue taking TEP courses and/or receive accommodations for particular field experience placements.

A petition should be prepared using the format provided via Email by the Education Department chair. Clean and coherent presentation of responses for all prompts is expected. Petitions should be submitted via Email to the Certification Officer and Education Department chair by the due date indicated. Late petitions can limit the field of possible solutions available.

The process involves: (1) consulting with TEP adviser; (2) completing the petition form; (3) submitting final draft to Education Department chair and Certification Officer; and, (4) review. An individual's circumstance is unique; therefore, requests are approved or denied on a case-by-case basis.

Deliberations include examining the request and the basis for the case being made from multiple perspectives: relevant TEP policy; 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 terms of feedback on TEP *Habits of Mind* and feedback on *Danielson Framework for Teaching*; and, the potential influence on an individual's development as a teacher. Deliberations also consider different constituencies, such as PK-12 students and teachers, members of the ambient community, and the capacity of the current structures, resources and mission of the TEP to sustain such requests. If more information is necessary, the review may solicit perspectives from relevant College faculty and staff outside the TEP.

The Education Department chair communicates via Email the decision rendered for the petition. A copy is placed in the prospective teacher's TEP advising file. Once a decision is made, the individual is 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 revising the explanation before re-submitting. An appeal is reviewed in terms of these criteria only. 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 for Academic Integrity and Responsibility](http://www.albion.edu/handbook/academic_information.asp#General_Guidelines_for_Academic_Integrity_and_Responsibility)) The Education Department chair will pursue procedures regarding Academic Dishonesty, which may result in removal from the TEP and/or a decision not to recommend the individual 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 for Academic Integrity and Responsibility](http://www.albion.edu/handbook/academic_information.asp#General_Guidelines_for_Academic_Integrity_and_Responsibility).

### **2.1.4 Diversity Commitment**

Education Department & Fritz Shurmur Center for Teacher Development faculty and 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 during in-class instruction or course-related activities, please contact Learning Support Center (LSC) staff (517-629-0825) who can make appropriate arrangements for individuals who provide documentation of their disability/condition (see section 2.1.6). 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 LOGISTICS

## 3.1.0 Overview of Roles and Responsibilities

### 3.1.1 Mentor Teachers

Mentor teachers are effective, experienced teachers who mentor student teachers. They provide guidance, insight, and opportunities for practice of research-based elements and components of good teaching (i.e., Danielson Framework for Teaching).

Regular, consistent, and clear feedback is critical to the appropriate development of student teachers. Mentor teachers are tasked with assessing the daily practice of the student teachers and collaborating with the field supervisor to address questions or concerns, should these arise.

Responsibilities include:

#### *Planning and Communication.*

- Provide student teacher with an outline of responsibilities 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 daily and long term planning, unit topics and assessments, selection and preparation of appropriate curriculum materials and standards;
- Identify places in curriculum in which student teacher can try out ideas learned in seminars; and,
- Collaborate regularly with field supervisor and student teacher about internship design and logistics.

#### *On-going Learning Processes.*

- Facilitate and monitor student teacher progress from observation to co planning and co-teaching to autonomous planning and teaching;
- Guide student teacher through daily school-based activities and experiences, such as working with other teachers or altering schedule due to school-wide activity, etc.;
- Provide a student teacher with relevant classroom teaching opportunities, with gradual gain of responsibility over the semester; ▪ Provide a student teacher with relevant decision-making opportunities with gradual gain of responsibility over the semester;
- Observe student teacher teaching and support student teacher to think about learners' actions, understandings, and achievement, etc.;
- Provide student teacher with oral and written feedback on planning, classroom management and conduct, assessment, and next steps;
- Assist student teacher with getting to know students, parents, key community members, school staff, grade level and subject area learning goals, school policies, and curricular resources;
- Scaffold experiences for student teacher to develop positive interactions with parents/guardians through open houses, conferences, special

- events, and various modes of 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 mid-term and final conferences using Feedback Forms provided by Albion College; and,
- Support a student teacher to think about career as educator by reviewing evidence to include in portfolio and 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 mentor teacher dialogue meetings, midterm and final conferences. Additional observations and/or conferences may be requested as needed.

Field supervisors supply program information, offer an additional perspective on mentoring process, support meeting the Interstate Teacher Assessment and Support Consortium Model Core Teaching Standards and Learning Progressions for Teachers, Michigan Academic Standards and Personal Learning Expectations.

They also maintain regular communication with the seminar instructors. Periodic attendance at seminar is encouraged.

Responsibilities include:

*Planning and Communication.*

- Conduct a minimum of five visits, approximately every other week, to observe and facilitate conferences with the student teacher and mentor teacher together;
- Articulate explicitly his/her availability to visit schools for observations and conferences;
- Communicate with mentor teacher and building administrator regarding TEP Handbook, Capstone calendar, and mid-term/final feedback process; ▪ Provide mentor teacher and student teacher an array of conceptual and practical tools to start the internship, move as fluidly as possible through



transitions, remain organized throughout, and successfully complete the internship;

- Provide constructive feedback to student teachers' journals;
- Facilitate mentor teacher and student teacher talk about teaching particularly in terms of PK-12 students' understandings and achievement and student teacher understandings and success;
- Participate in periodic meetings with department chair, peer field supervisors and seminar instructor; and,
- Participate in Capstone events (e.g., Symposium on Teaching, Lecture, Reception).

#### *On-going Learning Processes.*

- Provide timely, individualized feedback that addresses the developmental needs of the mentor teacher/student teacher relationship;
- Check student teacher field notebooks for organization and completion, providing alternate methods of organizing and planning should additional support be needed or requested;
- Facilitate mentor teacher and student teacher talk about teaching, particularly in terms of PK-12 learners' understandings and achievement and student teacher understandings and success;
  - Communicate with the mentor teacher, seminar instructor and department chair about any questions and/or concerns; and,
- Support a student teacher to take next steps toward teaching career by reviewing evidence to include in portfolios and preparing for job interviews.

#### *Assessment.*

- Clearly and regularly communicate to student teacher and mentor teacher formative assessment of progress and recommended next steps for continued growth;
- Facilitate mid-term and final feedback conferences with student teacher and mentor teacher, based on completion of Feedback Forms provided by Albion College; and,
- Complete MDE and TEP end-of-program assessments.

### **3.1.3 Seminar Instructors**

Seminar Instructors are members of the Albion College Education Department who meet with student teachers weekly and provide a continuous learning support and improvement system throughout the semester. The seminar serves as a forum for dialogue to share experiences, discuss relevant literature and examine professional issues and complete required academic productions.

Following the completion of fourteen weeks of internship, seminar instructors collaborate with the Fritz Shurmur Center for Teacher Development Liaison and Education Department chair to plan a final week of reflection and summative assessment 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 noticed about a student teacher with the Field Supervisor and Education Department chair.

### **3.1.4 Student Teachers**

Student teaching is a Capstone experience, providing student teachers multiple opportunities to engage in strategic learning as they acquire and enact professional duties expected of classroom teachers. Support for successful completion of this experience is facilitated by mentor teachers, building administrators, field supervisors, seminar instructors and the Fritz Shurmur Center for Teacher Development Liaison.

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 mentor teacher and then to the field supervisor;
- Schedule observations and conferences with mentor teacher and 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 to get feedback before finalizing;
- Keep field notebook (i.e., see seminar syllabus) up to date; ▪ Place field notebook in an accessible location for field supervisor; ▪ Communicate regularly with the mentor teacher and field supervisor about progress, questions and concerns; and,
- Participate with mentor teacher and field supervisor in talk about teaching, particularly in terms of PK-12 learners' understandings and achievement and own understandings and success.

#### *On-going Learning Processes.*

- Approach student teaching as a learning opportunity: seek input from multiple sources, take feedback openly, and act appropriately and intentionally upon suggestions;
- Dress professionally (i.e., identify expectations and policy for building placement and school district);
- Use definite discretion with social media and other forms of open, public communication;
- Initiate introductions to school staff and district administrators; ▪ Develop original unit and lesson plans that reflect both teaching philosophy and critical reflection on assumptions;
- Facilitate the development and maintenance of a learning community among students in the classroom;

- Participate in committee, department and/or staff meetings, professional development workshops, and relevant community events; ▪ Inform mentor teacher, school secretary, seminar instructor and field supervisor immediately of an absence;
  - Comply with school and Albion College TEP attendance policies;
- Prepare substitute teacher lesson plans ahead of time per school and district guidelines;
- Prepare for and participate in seminar; and,
- Consult with mentor teacher, field supervisor and seminar instructor about completing relevant professional development opportunities, as well as Fritz Shurmur Center for teacher Development funding in support of participation.

*Assessment.*

- Reflect on teaching and learning through collaboration with mentor teacher, field supervisor, seminar instructor, peer student teachers and academic study;
- Observe PK-12 learners carefully, considering the complexities of the context, using multiple perspectives and identifying personal learning goals;
- Use assessment to identify PK-12 learner’s knowledge, skill and learning goals, as well measure and document PK-12 learner’s achievement; and, ▪ Collaborate in assessment, planning, teaching, and reflection, moving back and forth between autonomy and collaboration across a day, week, unit, and the internship.

### **3.1.5 Substitute Teaching**

On-going mentoring is the touchstone of student teaching. Therefore, it is critically important to maintain the quality and integrity of mentoring of the student teacher from beginning to end of the internship.

A student teacher may serve as a substitute teacher in certain circumstances. This may only happen 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. The following conditions must be met:

1. A student teacher must first successfully complete at least five weeks of the internship;
2. A student teacher may substitute teach only if the substitute teacher guidelines for the respective district have been met;
3. A student teacher may substitute for the mentor teacher—teaching only those classes assigned to the internship (i.e., no other classes);
4. A student teacher may substitute a maximum of five days during the student teaching internship;
5. A student teacher must alert the field supervisor immediately of proposed substitute teaching days;
6. A student teacher will clearly document (1) the dates and circumstances of substitute teaching; (2) evidence of meeting district guidelines for

substitute teaching; and (3) the date and manner in which permission was received from the field supervisor, mentor teacher, and building principal; and,

7. When a student teacher is substitute teaching, the building administrator will serve—or designate another staff member to serve—as the student teacher’s contact person in case questions or concerns arise and immediate support is needed.

### **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, a web of professional support to student teachers is provided.

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 those facilitating the internship (e.g., mentor teacher, building principal, field supervisor).

The type of assistance needed will determine the form of help the student teacher receives. All who advise and/or supervise student teachers will make themselves readily available to assist a struggling student teacher.

The following steps are followed to ensure a systematic, logical process for addressing the struggle and determining what is needed to achieve successful completion of the internship:

- *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.
- *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.
- *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: team teaching, coaching, journal writing, reading professional literature or viewing professional video, additional visitations by outside observers, conferences with appropriate experts, involvement of the student teacher’s College advisor, and/or formulation of an explicit plan for repeating certain teaching-learning steps. In some cases, it may be necessary to extend, delay or terminate the student teaching placement.
- *Assessing progress.* All action plans will be assessed and documented by the field supervisor and other involved parties using the Tier 4 Feedback Form and Danielson Framework for Teaching. If concerns persist, consultation with

other field supervisors and the department chair will occur to acquire a *second opinion* and additional recommendations.

The building principal and mentor teacher always have the right to terminate a student teaching placement. They will communicate and collaborate directly with the field supervisor and Education Department chair to do so.

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 approval to enroll in an additional semester—the results of which cannot be guaranteed. Further, student teachers would be required to petition for re-admission to the TEP and request an additional student teaching placement. Education Department & Fritz Shurmur Center for Teacher Development faculty and staff will carefully consider each case.

### **3.2.0 Overview of Internship Logistics**

#### **3.2.1 Internship**

Student teaching brings many significant responsibilities and obligations to support PK-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 the internship, on a daily basis, and the seminar, on a weekly basis, over the course of the semester.

#### **3.2.2 Calendar**

The student teaching internship begins on the first day of classes per the Albion College calendar; it ends one week in advance of the last week of classes, per the Albion College calendar. Student teachers may begin work with their mentor teacher (e.g., planning lessons, organizing the classroom) prior to that as volunteers. Further, during the internship, student teachers follow the calendar of the respective placement school and take Fall Break or Spring Break at the same time as their placement school; they do not take either per the Albion College calendar. Capstone activities and events are required (see section 4.4.0); a detailed outline is provided in seminar.

#### **3.2.3 Attendance**

Student teachers are expected to be present for all internship commitments; this includes the weekly seminar and all Capstone activities and events.

Absences should only occur in the case of an unavoidable emergency or illness. If a student teacher must be absent from internship or seminar, all who are affected by such absence must be informed (e.g., mentor teacher, field supervisor, and seminar instructor) as soon as possible or prior to the absence. Student teachers are expected to comply with school policies and make sure that lesson plans are ready and available for substitutes to begin the school day.

Two to three absences from the internship may require additional time to be

added, at the discretion of the Field Supervisor and mentor teacher in consultation with the Education Department chair and seminar instructor.

More than three absences automatically require additional time. This may be added following the week of culminating activities and events, 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 instructor 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.

Beyond establishing 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 school or 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 with placement school policy.

#### **3.2.5 Agreement Process**

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 acquired agreement to do so. Please see agreement process guidelines (see section 4.3.0). It is the student teacher's responsibility to submit agreement proposal in a timely manner.

#### **3.2.6 Capstone**

Again, 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 (i.e., translate critical thought to action); and (2) through different and multiple opportunities

to communicate cumulative learning and explicit connections made between liberal arts, depth of academic study in teaching major and teaching minor, concentration courses and field experiences, internship, and goals for future professional development.

Specifically, Capstone involves a series of activities, presentations and workshops for student teachers to successfully complete 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.

Prospective teachers 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 INTASC, MAS, DFT and other relevant professional frameworks;
3. Reflective portfolio assessment in terms of Habits of Mind, Processes of Effective Teaching and Learning and DFT;
4. Mentor teacher and Field Supervisor assessments of student teachers in terms of MDE framework and guidelines and of program in terms of program frameworks (e.g., DFT);
5. Student teacher self-assessments in terms of MDE framework and guidelines;
6. Student teacher assessments of teaching major, minor and education concentration; and,
7. Completion of requirements necessary for recommendation for Michigan certification.

## **Section 4 APPENDICES**

### **4.1.0 Clinical Experience Developmental Sequence**

#### **Connecting to Culture and Community**

EDUC 202

Foundational Contexts of Education

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

Field experience: All local schools.

#### **Learning Processes**

EDUC 203

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: Special education classrooms; all local schools.

### **Applying Pedagogical Approaches**

EDUC 247, 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.

### **Understanding Multiple Literacies Across the Curriculum**

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.

### **Boundary Crossings (MAEmester)**

EDUC 396 & 397

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

### **Capstone Experience**

EDUC 421, 422, 423, 431 & 432

Student teaching internship and seminar

At this point, 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.

## **4.2.0 Petition: Directions**

### **Albion College Teacher Education Program**

## **PETITIONS**

To begin, please review both [the most current update on your admission status](#) (see Email from department chair and Director, Teacher Education Program), as well as [the most current advising notes](#) prepared by Jason Moritz, Certification Officer. Then respond to each prompt below (i.e., by writing or highlighting as appropriate).

**Name:**

**Current academic standing: First Year Sophomore Junior Senior Current admission**

status: pre-application admitted pending probationary Concentration & GPA:

Teaching major & GPA:

Teaching minor & GPA:

- **Request** (e.g., remain enrolled in EDUC XXX, fall/spring semester 20XX):
  
- **Reason(s) for the request** (e.g., admission status, TEP Handbook policy, other academic history):
  
- **Action plan** (i.e., to resolve the reason petition is required):
  
- **Rationale for the request** (e.g., course scheduling, eligibility for student teaching, eligibility for graduation):

You are welcome to: (1) meet or talk with TEP adviser; and (2) submit draft of petition narrative to adviser or department chair for review and feedback. **All directions must be followed as stated for a petition to be determined ready for review.** See also Teacher Education Program Handbook (<https://www.albion.edu/images/sites/education/TEP2017-2018.pdf>; 2.1.2 Petition Process).

#### **4.3.0 Agreement to Engage in Employment, Additional Coursework & Extracurricular Activity During Student Teaching Internship: Directions**

In the student teaching internship student teachers develop competencies and dispositions that meet the Michigan Interstate Teacher Assessment and Support Consortium Standards. 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 engagement in working for pay, taking additional courses and/or participating in extracurricular activity needs to be approved by agreement and departmental review. To complete the agreement: (1) communicate with TEP adviser and department chair, (2) provide the needed information (see below),

(3) submit to chair, Education Department, and Liaison, Fritz Shurmur Center for Teacher Development, via email, (4) submit agreement to mentor teacher and other relevant school personnel for review, and (5) meet with seminar instructor and field supervisor to review.

- **Employment, Additional Coursework, Extracurricular Activity:**
  
- **Reason(s):**
  
- **Logistics (i.e., explain schedule, requirements or responsibilities):**
  
- **Calendar (i.e., indicate student teaching internship, seminar, and agreement activity schedules from start to end of the relevant academic semester):**

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

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(Student Teacher—please print) (Signature) (Date)

Once an agreement is submitted and reviewed, please obtain all relevant signatures and provide copies of other pertinent documentation to complete the process

All applicable parties must sign and indicate their acknowledgement of this agreement.

	Printed Name & Signature	Date	Acknowledgement of Review
Mentor Teacher			<i>*I may rescind my support at any time the other activities negatively impacts the student teaching internship. ___</i> Initials
Mentor Teacher			<i>*I may rescind my support at any time the other activities negatively impacts the student teaching internship. ___</i> Initials
Building Principal			<i>*I may rescind my support at any time the other activities negatively impacts the student teaching internship. ___</i> Initials

Employment/Activity Supervisor			<i>*I may rescind my support at any time the other activities negatively impacts the student teaching internship. ____</i> Initials
Field Supervisor			<i>*I may rescind my support at any time the other activities negatively impacts the student teaching internship. ____</i> Initials
Seminar Instructor			<i>*I may rescind my support at any time the other activities negatively impacts the student teaching internship. ____</i> Initials
TEP Adviser			<i>*I may rescind my support at any time the other activities negatively impacts the student teaching internship. ____</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.*

Pursuant to Academic Honesty guidelines in the Albion College Student Handbook, you are reminded that this is an official academic document. This is also a document that supports completion of contact hours required for recommendation for teacher certification for the State of Michigan. "Albion College expects its students to take responsibility for their academic endeavors and to accept the consequences. No student should act in a manner that would harm the academic atmosphere of the institution or diminish the experience of any other member of the academic community... Strict standards of academic honesty apply to all academic work at Albion College."

I certify that this log is accurate, and I have completed \_\_\_\_\_ (cumulative number) hours in the appointed setting in support of my learning for this course.

AC Student Signature: Date:

### 4.4.0 Capstone Calendar

#### Spring 2021

**A priori.** Submission of Criminal History Check/ICHAT and petition request.

**TBD** Student Teacher/Mentor Teacher Orientation

**January 25.** Albion College spring semester begins.

**January 25.** First day of internship.

**\*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.

**\*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).

**\*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 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.

**February 25** Mentor Teacher Dialogue Meeting 6:00 pm-7:30 pm.

**March 1 - March 12** Midterm conference with mentor teacher and field supervisor; conference forms are in appendix of the TEP Handbook.

**March 31** - Symposium on Teaching 5:00-7:00

**\*Phase Four.** Student teacher assumes full responsibility for teaching classes/grade level. **\*Phase**

**Five.** Student teacher releases full-time teaching responsibility to the mentoring teacher. **April**

**12 TBA**

**April 12- 23** - Final conference with mentor teacher and field supervisor; conference forms are in appendix of the TEP Handbook.

**Friday, April 23** - Last day of student teaching in the schools.

**April 26- 30** Capstone Week—student teachers report to Albion College daily;

Friday, April 30 professional portfolios due.

## 4.5.0 TEP Faculty and Staff Contact Information

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