

# 2009-2010 Graduate Teacher Certification Program Handbook

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### Questions:

**GTC programs and placement experiences: (616) 331-6650**

**GTC field placements: (616) 331-6214**

GVSU College of Education  
301 W. Fulton, Ste. 718  
Grand Rapids, MI 49504

*Please retain this booklet for future reference*

## **Grand Valley State University College of Education**

### **College of Education Mission: Teaching, Leading and Learning in a Democratic Society**

**We believe** that schools function as social and political entities as well as for the growth of individuals. We prepare candidates to . . .

Enhance the academic and personal potential of their students,  
Establish policies and practices that promote democratic education,  
Evaluate the social and ethical implications of educational policies and practice

**We value** these ideals in our candidates, our faculty, and our relationships with the larger communities we serve:

Expertise to guide our practice,  
Equity to guide our interactions,  
Liberal education to guide our perspectives,  
Social responsibility to guide our commitment to democratic education

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## PROGRAM OVERVIEW

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The goal of the Graduate Teacher Certification (GTC) program is to prepare non-traditional students to be eligible for teacher certification. The program is a year long full-time program that enables participants to meet the requirements for either elementary or secondary level teacher certification and to earn credits towards a master's degree at the same time. Quality is not sacrificed for speed. It is an intense year as candidates combine field work and coursework. The key to the program's success, however, is its partnerships with area schools. Their generous sharing of time and expertise provides candidates with a rich array of opportunities that prepare them well for teaching in the 21st century.

### **Field Placements:**

Candidates are placed in a public school for two semesters of field experience. All placements are contingent on acceptance by school personnel and usually involve an interview with the principal and/or teacher. **The first semester of field experience is for 20 hours of student contact each week.** There will be five required morning seminars on Tuesdays during the fall semester. This period is designed to integrate the candidate into all aspects of the school. **During student teaching, the candidate will be at the school during normal school hours.** The winter field placement typically ends when the public schools begin spring break.

GTC candidates who have majors in physical education, art, or music will do an extended placement because they will be certified to teach at both elementary and secondary levels. Typically the second field placement begins mid-March and lasts for six weeks.

### **Elementary**

The candidate continues winter semester when he or she gradually assumes all teaching duties for a minimum of four weeks. Elementary candidates should have sustained teaching experience in all content areas.

### **Secondary**

Secondary candidates should preferably have sustained experience in both their major and minor fields. Semesters: Candidates in schools using the semester schedule will assume all teaching duties for a minimum of one marking period typically beginning at the end of January.

Trimesters: Candidates in schools using the trimester schedule will assume all teaching duties as the candidate's university fall schedule ends. Candidates will be available for increased student teaching in December.

### **Mentor Teachers:**

During the fall semester both elementary and secondary candidates will be assigned a mentor teacher. The mentor teacher should be an experienced and competent role model who can assist in the development of teaching skills and evaluates the candidate's progress throughout the field placement. Observations of other teachers and other grade level classes are expected during the fall semester. **The mentor teacher(s) should contact the university field coordinator immediately should any questions or concerns arise.** The university field coordinator will work with the candidate and mentor teacher to develop a plan to address these concerns.

**University Field Coordinators:**

Each candidate will have a designated university field coordinator who visits a minimum of three (3) times both fall and winter semesters. The role of the coordinator is to ensure the quality of the field experience by sharing expertise, guidance, encouragement, and evaluate the growth of the candidate's teaching skills.

**Substitute Teaching:**

A GTC student teacher may substitute teach five (5) times for the mentor teacher during the second semester of field placement, subject to the approval of the university field coordinator, the cooperating teacher and the building principal. Some districts pay student teachers for this service. As with any substitute teacher, please respect the student by asking in advance if they would like to substitute. The GTC student teacher must be registered as a substitute. If the GTC student teacher is not comfortable with the assignment, s/he has the right of refusal.

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# COURSE SCHEDULE

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## Secondary Certification -- 27 Credit Hours

### Summer 2009

#### June 22 - August 4 - One morning and one afternoon class

- EDG 635 02    Development and Needs of Adolescents (3 credits) *Tuesday/Thursday 8:30-11:50 am*  
ED 652 03    Foundations of Special Education (3 credits) *Tuesday/Thursday 1:00-4:20 pm*

### Fall 2009

#### August 31 - December 18

- EDG 638 02    Facilitating the School Environment (3 credits) *Thursdays 9:00 -11:50*  
EDG 685        Practicum/Graduate Field Experience (3 credits)  
*20 hours per week plus Tuesday cohort group 4:00-4:50 pm*  
*and Tuesday seminar 9am – 12pm on September 1, September 15, September 22, October 6, & November 3*  
EDR 623 01    Developmental Literacy for Adolescents (3 credits) *Thursdays 1:00-3:50 pm*  
EDG 636 01    Instruction in Middle and High Schools (3 credits) *Tuesdays 1:00-3:50 pm*

### Winter 2010

#### January 11 - April 30

- EDG 685        Practicum/Graduate Field Experience (6 credits)  
*Monday through Friday all day, and Tuesday Seminar 4:00 - 5:50 PM*  
EDG 627        Technology Integration for Secondary Teachers (3 credits)

- All courses are taught on the GVSU Pew Campus, Grand Rapids, MI
- All field experiences are in designated schools within the Grand Rapids and lakeshore areas.
- State required Child/Adult CPR and first aid class must be completed before recommendation for certification  
Class is arranged and paid for on an individual basis.

## Elementary Certification -- 36 Credit Hours

### Spring/Summer Sessions 2009

#### May 4 – June 16

- EDG 631 02 Teaching Science: K-8 (3 credits) *Tuesday/Thursday 12:00-3:20 pm*
- EDG 632 01 Teaching Creative and Performing Arts (3 credits) *Tuesday/Thursday 8:30 – 11:50*

#### May 11 – July 22

- ED 652 02 Foundations of Special Education (3 credits) *online*  
*Class meets three Wednesdays on May 11, June 15, July 20 from 12:00 – 3:20*  
*Or*
- ED 652 01 Foundations of Special Education (3 credits) *online*  
*Class meets three Mondays on May 13, June 17, July 22 from 12:00 – 3:20*

#### June 22– August 4

- EDG 610 03 Advanced Studies in Child Development (3 credits) *online*  
*Class meets two times on Tuesday, June 23 from 12:00 – 3:20 and on Tuesday, July 7 from 12:00 – 3:20*  
*Or*
- EDG 610 04 Advanced Studies in Child Development (3 credits) *online*  
*Class meets two times on Thursday, June 25 from 12:00 – 3:20 and on Thursday, July 9 from 12:00 -3:20.*
- EDG 633 01 Teaching Social Studies and Diversity (3 Credits) *Tuesday/Thursday 8:30 – 11:50*

## Fall 2009

### August 31 – December 18

- EDG 638 01 Facilitating the School Environment (3 credits) *Thursdays 9:00 -11:50*
- EDG 685 Practicum/Graduate Field Experience (3 credits)  
*20 hours per week plus Tuesday cohort group 4:00-4:50 pm  
and Tuesday seminar 9am – 12pm on September 1, September 15, September 22, October 6, &  
November 3*
- EDG 630 01 Teaching Mathematics: K-8 (3 credits) *Tuesdays 1:00 – 3:50*
- EDR 622 01 Developmental Literacy for Children (3 credits) *Thursdays 1:00-3:50*

## Winter 2010

### January 11 – April 30

- EDG 685 Practicum/Graduate Field Experience (6 credits)  
*Monday through Friday all day, and Tuesday seminar 4:00 - 5:50 pm*
- EDR 627 01 Literacy Strategies for Content Areas (3 credits) *Tuesdays 6:00-8:50 pm*

- All courses are taught on the GVSU Pew Campus, Grand Rapids, MI
- All field experiences are in designated schools within the Grand Rapids and lakeshore areas.
- State required Child/Adult CPR and first aid class must be completed before recommendation for certification. Class is arranged and paid for on an individual basis.

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## **FIELD PLACEMENT CALENDAR**

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Note: Candidates follow their field placement school's calendar, so specific dates are not listed.

### **Spring through Summer**

Candidates finalize their field placement with school interviews. They should confirm or learn when they should report to school to start their placement. Candidates should participate in in-service activities for the opening of school in late August or early September.

### **Fall**

Candidates are in their school placements for 20 hours of student contact per week. They should submit their school schedule to their university field coordinator and mentor teacher for approval by the second week of the semester.

Since the candidates remain in the same placement throughout their field experience, they are expected to observe other grade levels and/or content areas some of the time. In addition, during the first two weeks in October, candidates will switch with another candidate to observe another setting. The specifics of this exchange will be worked out with the mentor teacher and the candidates. It should be a minimum of twenty (20) hours.

GTC students remain in their placement school until the school's holiday vacation starts in late December.

### **Winter**

Candidates return to their schools for full days when the placement school reopens in January. They will phase into full control over instruction for a minimum of four weeks (secondary trimester students will have begun student teaching in the fall semester). If possible, secondary level candidates should have the opportunity to teach in both their major and minor content areas. Candidates will continue full time in their school placement until the school spring break begins unless the candidate has a K-12 major in art, music or physical education. These candidates complete their first placement in mid-March and then go to a new placement at the alternate level from either the elementary or secondary level of their first placement. They continue in this second placement for six weeks.

This calendar assumes typical progress in the school placement. Occasionally the candidate, mentor teacher and university field coordinator agree to extend the placement experience.

### **Professional Development**

October and March: Fire-Up Conference for all candidates

March: Cooperating Teachers' Conference

Letters will be sent to the mentor teachers when the dates for these events become available

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## ROLE OF THE FIELD PLACEMENT SCHOOL

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The school placement site is a learning laboratory for GTC teaching candidates. It significantly influences the candidate's growth and development as an education professional. The school placement site partners with Grand Valley to ensure positive teaching and learning experiences for the candidate.

### **The Role of the Field Placement School is to:**

1. Assign GTC candidates to mentor teachers who are models of professionalism and teaching competency
2. Assist candidates to integrate education theory and practice
3. Provide opportunities for the candidate to discuss the meaning and value of a variety of educational practices
4. Invite candidates to participate in a full array of school activities
5. Foster candidate development of a broad overview of the roles and responsibilities of all major school personnel
6. Be interested in participating in site-based action research conducted by the candidate
7. Share with the university methods or information, which would improve the program or the school's participation
8. Help the candidate to feel welcome in the building

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## ROLE OF THE MENTOR TEACHER

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The mentor teacher is key to the candidate's teacher preparation. The GTC program appreciates and values the work of the mentor teacher.

### **The role of the Mentor Teacher is to:**

1. Discuss with the class the advantages of having two teachers
2. Explain that another teacher will have the same authority
3. Provide the candidate with a work area and storage space
4. Compile a professional library within the classroom and/or show the candidate where materials are available within the building
5. Provide a copy of all basic teacher's manuals when possible
6. Explain fire drill and emergency procedures
7. Provide the school policy book for inspection
8. Alert the candidate to students with health problems

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## ROLE OF THE UNIVERSITY FIELD COORDINATOR

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The university field coordinator is a vital connecting link between the candidate, the school, and the mentor teacher. The university field coordinator generally works directly with the candidate and the mentor teacher to ensure a positive experience.

**The University Field Coordinator will:**

1. Conduct conferences with candidate and mentor teacher to facilitate the understanding of university expectations and to formulate the general plan for the field placement experience
2. Visit teaching candidates in the schools at regular intervals; a minimum of three (3) times during teacher assisting and three (3) visits during student teaching
3. Observe the candidate's teaching environment and confer with the candidate and mentor teacher regarding progress or problems observed
4. Offer constructive assistance for continued growth and improvement as concerns arise during field placement
5. Provide a plan of improvement for the candidate in the event that concerns arise regarding performance
6. Provide information to the candidate relative to questions about graduation and certification
7. Assign a final grade after consultation with the mentor teacher and the candidate
8. Complete a written final evaluation to be placed in the candidate's College of Education file

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## EXPECTED OUTCOMES OF THE FIELD EXPERIENCE

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At the end of the field experience, the candidate should be able to:

1. Demonstrate knowledge and understanding of the responsibilities of the teacher
2. Perform, under supervision, the various instructional responsibilities of the teacher
3. Develop lesson plans that reflect continuity of instruction and are in alignment with district and state curricular guidelines
4. Create a classroom climate conducive to instruction and learning
5. Use procedures that recognize individual and group differences
6. Apply appropriate classroom organization and management skills that facilitate students' active involvement in all phases of the learning process
7. Demonstrate effective use of principles of instruction and evaluation
8. Demonstrate knowledge of subject matter in areas to be taught
9. Use correct written and oral communications
10. Perform the duties of a teacher in a professional manner
11. Analyze the learning environment to meet the diverse needs of students
12. Demonstrate the ability to analyze and apply information about the learning needs of their pupils and their own effectiveness as teachers

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## **CANDIDATE GUIDELINES FALL FIELD PLACEMENT**

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During the first semester of the GTC field experience, the candidate should have a broad introduction to the complex functions of the school community. The goal is to prepare the candidate with an array of learning experiences. There will be a gradual build up of knowledge and responsibility that will assist the candidate with the understanding of the role of the teacher. The candidate, mentor teacher, school principal, and university field coordinator will develop the specific nature of the experience collectively.

Observations: As part of their experience, candidates will observe teachers or other candidates in other classrooms or in special rooms. The candidate, in consultation with the mentor teacher and school, may make these arrangements. The purpose for such observation is to broaden the candidate's perspective on teaching styles, classroom environments and methods of classroom management. It also helps to acquaint the candidate with responsibilities of special education teachers. Typically students observe in these other settings one morning per week.

The following guidelines are suggested for the candidate's teacher assisting experience. However, depending on the candidate's ability and skill level, the mentor teacher may decide to advance the candidate's classroom responsibilities and teaching involvement.

### **First Week of School:**

- Report to the school principal for direction and guidance
- Attend back-to-school orientation sessions
- Learn the roles and routines of the school community
- Become familiar with the teaching faculty
- Participate in the preparation for the beginning of the school year
- Be available to assist and take advantage of every learning experience

### **Second Week:**

- Become familiar with the overall philosophies of the school
  - Classroom management
  - Discipline models
  - Teaching styles of teacher instruction
- Become acquainted with students in a variety of settings and activities
- Become acquainted with permanent records
  - Enrollment and attendance records
  - Special education
  - Report cards
- Become acquainted with student and faculty handbooks
- Observe instructional process of classroom teachers
- Observe the classroom management and discipline models used by classroom teachers
- Assist the classroom teachers with activities
- Become acquainted with the curriculum of grade levels through observation and teacher manuals

### **Third and Fourth Weeks:**

- Observe various classroom teachers--identify strategies/techniques used
- Begin to assist teachers with supervision of instructional activities
- Observe instruction in special education, media and technology, the arts, in different disciplines, special programs, classes and levels
- Continue to become acquainted with students in varied grade levels and content areas
- Interact with teachers and the principal regarding concerns, problems, and processes
- Begin assisting in monitoring student learning
- Plan and prepare a learning aid
- Begin working with individual students with the guidance of the classroom teacher
- Become familiar with students' permanent records

### **Fifth and Sixth Weeks:**

- Plan and teach a lesson/activity that the mentor observes by midterm
- Continue working with individual students with classroom teacher guidance
- Participate in open houses, parent conferences and staff development workshops **when university class schedule permits**
- Observe classroom teachers and analyze lesson plans for essential elements
- Assist teachers in working with students
- Continue observing special classes, such as music, art, physical education, special education, and/or other departments
- Continue to observe other classrooms for teaching styles/strategies and discipline models

### **Seventh and Eighth Weeks:**

- Plan and teach several activities/lessons (elementary and secondary)
- With the guidance of a classroom teacher, develop a teaching unit for winter semester
- Continue assisting individual students, small groups and full class learning

**Candidates should take the opportunity to expand their knowledge by volunteering for other school experiences beyond those listed above. Get involved with the students.**

Secondary candidates should arrange to observe in their minor subject area a minimum of five times.

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# MENTOR TEACHER GUIDELINES

## FALL FIELD PLACEMENT

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The mentoring of a student assistant requires a great deal of careful planning. Pre-planning on the part of the mentor teacher can create a good learning atmosphere and alleviate many problems before they arise. The following checklist has been designed as a guide to assist the mentor teacher in preparing for a student assistant.

### Preparing for the Student Teacher--- Mentor Teacher's Checklist

#### 1. Preparing My Students

- discuss with my class the advantages of having two teachers
- explain that another teacher will have the same authority as I do

#### 2. Organizing The Room

- provide the student assistant with a work area and storage space
- compile a professional library within the classroom and/or show the candidate where other materials are available within the building

#### 3. Locating Materials

- provide a copy of basic teacher manuals when possible
- explain fire drill and emergency procedures
- provide a schedule of classes
- provide the school policy book for inspection
- provide a seating chart(s)
- explain room rules established with pupils
- familiarize the student assistant with the location of supplies, curricular guides and resources
- alert the student assistant to pupils with health problems

#### 4. Familiarizing The Candidate With Service Facilities

- acquaint the candidate with location and use of copy machine, etc.
- familiarize the candidate with the special rooms such as lunchroom, office, and counseling office

#### 5. Planning For Teaching

- talk with the student assistant about personal expectations
- become familiar with the student's background
- identify and communicate the long and short-term goals for the class
- plan a tentative sequence of learning activities with the student assistant
- plan to teach varied lessons with the student assistant
- plan follow-up discussions on these lessons that promote reflective dialogue
- explain your teaching techniques and discuss them with the student assistant

#### 6. Planning With The Student Teacher and University Field Coordinator

- provide time to develop plans jointly
- plan sufficient time for conferences
- locate an appropriate place for conferences
- discuss and share teaching experiences

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# MENTOR TEACHER GUIDELINES FOR SKILL DEVELOPMENT - WINTER FIELD PLACEMENT

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The teaching candidate's second semester field is that part of the teacher education program when the candidate is responsible for planning, guiding, directing, and evaluating the learning activities of a group of students under the guidance and supervision of an experienced and competent mentor teacher. ***The candidate gradually assumes all of the regular responsibilities of a classroom teacher for a month or marking period. The field placement requires a classroom experience over a period of approximately thirteen weeks.***

In order to assist the teaching candidate to become an effective manager of instruction, the mentor teacher should:

1. Involve the candidate in activities from the first day. Start with routine duties such as attendance, hall supervision, as well as working with individual pupils and small groups
2. Help the candidate to be viewed and respected by the pupils as a co-teacher in the classroom
3. Aid the candidate in quickly becoming familiar with the class curriculum; communicate immediate goals and long-range objectives at an orientation conference
4. Assign responsibility for teaching class(es) during the first week. Additional classes are added gradually. Increase the candidate's teaching responsibility as he/she demonstrates the readiness to assume additional responsibilities until he/she is carrying the full planning and teaching load
5. Work closely with the candidate in planning for the initial lessons in each subject area. **Require a detailed lesson plan for each class/subject being taught until the candidate shows by his/her performance that it is possible to operate successfully with fewer written details**
6. Use the GVSU lesson planning form (or provide a form of your own) that that includes:
  - a) Statement of purpose (objectives, aims, expected student outcomes)
  - b) Materials and equipment
  - c) Procedures to be used (motivation, pacing, summary)
  - d) Evaluation of pupil learning and teacher self-evaluation of lesson
  - e) Summary of the lesson (may include a statement of the principles developed during the lesson, a recognition of the relationship between the lesson and a previous one, projected activities which will carry this lesson into future lessons)
7. Discuss the lesson plan with the candidate before and after the lesson is taught. In the beginning especially, observe the lesson and help the student teacher evaluate it in terms of whether the learning objectives were met and how the lesson could be improved.
8. Allow the student teacher to try various teaching methods and techniques that are consistent with research and best practice.
9. Plan for the student teacher to assume full teaching responsibility for a month or marking period.
10. Provide the student teacher with both verbal and written feedback. Point out his/her strengths and identify areas needing improvement. Both informal and formal conferences will be beneficial.
11. Help the candidate to identify his/her role and establish a good working relationship:
  - a) Show reinforcement through smiles and other encouraging expressions
  - b) Co-plan and observe frequently
  - c) Avoid class interruptions
  - d) Make follow-up suggestions that emphasize the improvement of learning for the class instead of criticizing the student teacher's performance
12. Demonstrate good teaching techniques and methods. Help the student teacher identify what to observe and discuss specific aspects of the lesson with him or her.
13. Use a cooperative or team teaching approach, if there is an interest in trying such an organizational structure.
14. Notify the university field coordinator **immediately** if the teaching candidate is unable to do the required work. This should allow time to correct deficiencies so the student can have a successful field experience.
15. Complete student teaching evaluation forms by the dates requested.

## Professionalism

One of the most important elements of being a teacher/educator is the belief that we are professionals. Being part of a profession carries with it certain perceptions and expectations. The guidelines that follow are twofold. They provide the College of Education's mentor teachers and field students with professional expectations (i.e. expectations during the field semester).

Professionalism means:

- Always being prompt (for seminars and daily field experiences)
- Always being attentive and interested in the task and the people involved in the task (get to know the people in your building)
- Exhibiting curiosity about your profession (join professional organizations as soon as you can, attend seminars and workshops)
- Always exploring other avenues to produce the best (the traditional way of teaching might not always be the best for your students) techniques
- Being genuinely concerned about your students, academically and emotionally
- Showing a desire to help peers and others in achieving goals (being a team player enhances your abilities and others)
- Being willing to devote time to the demands of the profession (serving on committees, attending parent-teacher conferences show commitment)
- Keeping negative feelings to yourself (your coordinator is there to assist with concerns)
- Communicating concerns through the appropriate channels (in any organization there is a level of command and procedures to follow)
- Establishing a link with peers, coordinators, and school personnel (networking and establishing support systems are vital)
- Finding ways to assess your progress and successes (make a list of your positives and potentials)
- Modeling positive elements consistently and serving as an appropriate role model for students
- Demonstrating dependability, punctuality, honesty and integrity
- Demonstrating appropriate humor and tact, curiosity and creativity
- Exhibiting industriousness and initiative
- Demonstrating appropriate dress, cleanliness and manners

# CANDIDATE CHECKLIST – FALL SEMESTER

Name \_\_\_\_\_

| Completed | Task  |
|-----------|---|
|           | Attend back-to-school orientation sessions<br>Dates =   |
|           | Collect and read overall philosophies of the school<br>Classroom management<br>Discipline codes<br>Teacher instruction models |
|           | Acquaint yourself with your students in a variety of settings   |
|           | Read the permanent records of the students in your class  |
|           | Read the faculty handbook   |
|           | Read the curriculum of the grade level in which you are doing your assisting  |
|           | Make a schedule to observe all the grade levels in your building (elementary)   |
|           | Make a schedule to observe in your minor area with five teachers (secondary)  |
|           | Observe instruction in special education, media and technology, the arts, in different disciplines, special programs, etc.    |
|           | Participate in open house, parent conferences and staff development   |
|           | Visit other schools   |

|                          | September | October | November | December |
|--------------------------|-----------|---------|----------|----------|
| <b># of times absent</b> |           |         |          |          |
| <b># of times late</b>   |           |         |          |          |

Please sign off when completed (by the end of the semester):

Mentor Teacher: \_\_\_\_\_

GTC Candidate: \_\_\_\_\_

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## CANDIDATE ACTIVITY PLANNING GUIDE

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The following is a useful guide to assist the student teacher to plan for all of the elements of teaching and classroom management.

### Planning

- Daily
- Weekly
- Long range
- Unit

### Routine Tasks

- Attendance
- Room set up
- Library or other room resources
- Other \_\_\_\_\_

### Units

- Planned
- Taught
- Evaluated

### Parent Conferences

- Prepared for
- Observed
- Took active role
- Conducted telephone conference
- Wrote note to parents
- Other \_\_\_\_\_

### Field Trips

- Pre-planning
- Making the visit
- Follow-up teaching

### Technology Used

- TV/video tapes
- Films/film strips
- Overhead
- Computer
- Other

### Curriculum Content Areas

| Observed | Taught |
|----------|--------|
| _____    | _____  |
| _____    | _____  |
| _____    | _____  |
| _____    | _____  |
| _____    | _____  |
| _____    | _____  |
| _____    | _____  |
| _____    | _____  |
| _____    | _____  |
| _____    | _____  |

### Materials Used

- Teacher-made
- Used outside material
- Used school material
- Wise selection of material
- Previewed materials before using

School Curricular Activities

- PTA or PTO
- Open house
- Faculty activities
- Faculty or staff meeting
- Faculty social function

Others:

- Clubs
- Athletic events
- Board meetings
- Professional meetings

Pupil Progress Reporting

Evaluation Experiences:

- Daily assignments
- Teacher developed assessments
- Performance assessments
- Standardized assessments
- End of book tests
- Student developed rubrics
- Grade cards
- Other \_\_\_\_\_

Resource Personnel

- Invited resource persons
- Planned visit to use resource persons
- Implemented follow-up activities

Special Teachers

- Awareness of roles
- Worked cooperatively with some
- Discussed other sources of help

Are there other categories you wish to add?

\_\_\_\_\_

\_\_\_\_\_

Teaching **ABCs** that promote:

- |  |   |
|--|---|
| <input type="checkbox"/> Active learning           | <input type="checkbox"/> New forms of assessment            |
| <input type="checkbox"/> Bloom's mastery learning  | <input type="checkbox"/> Originality                        |
| <input type="checkbox"/> Content mastery           | <input type="checkbox"/> Problem society                    |
| <input type="checkbox"/> Discovery learning        | <input type="checkbox"/> Questioning                        |
| <input type="checkbox"/> Evaluation of instruction | <input type="checkbox"/> Real-life application              |
| <input type="checkbox"/> Flexibility               | <input type="checkbox"/> Student-centered learning          |
| <input type="checkbox"/> Gender equity             | <input type="checkbox"/> Technical proficiency              |
| <input type="checkbox"/> Higher-level thinking     | <input type="checkbox"/> Uniquely appropriate learning      |
| <input type="checkbox"/> Individual differences    | <input type="checkbox"/> Variety of responses               |
| <input type="checkbox"/> Journaling for reflection | <input type="checkbox"/> Worldwide perspective              |
| <input type="checkbox"/> Kinesthetic learning      | <input type="checkbox"/> Excellent                          |
| <input type="checkbox"/> Lifelong learning         | <input type="checkbox"/> Your choice _____                  |
| <input type="checkbox"/> Multiple intelligences    | <input type="checkbox"/> Zero tolerance for student failure |

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## FIVE E LESSON OR UNIT PLAN FORMAT

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|   |   |
|---|---|
| <p><b>I. Engagement:</b> The activities in this section capture the student's attention, stimulate their thinking and help them access prior knowledge.</p>                   | <ul style="list-style-type: none"> <li>• Demonstration             <ul style="list-style-type: none"> <li>◦ teacher and/or student</li> </ul> </li> <li>• Reading from a             <ul style="list-style-type: none"> <li>◦ current media release</li> <li>◦ science journal or book</li> <li>◦ piece of literature (biography, essay, poem, etc)</li> </ul> </li> <li>• Free write</li> <li>• Analyze a graphic organizer</li> </ul> |
| <p><b>II. Exploration:</b> In this section students are given time to think, plan, investigate, and organize collected information</p>  | <ul style="list-style-type: none"> <li>• Reading authentic resources to collect information             <ul style="list-style-type: none"> <li>◦ to answer an open-ended question</li> <li>◦ to make a decision</li> </ul> </li> <li>• Solve a problem</li> </ul>   |
| <p><b>III. Explanation:</b> Students are now involved in an analysis of their exploration. Their understanding is clarified and modified because of reflective activities</p> | <ul style="list-style-type: none"> <li>• Student analysis and explanation</li> <li>• Supporting ideas with evidence</li> <li>• Reading and discussion</li> </ul>  |
| <p><b>IV. Extension:</b> This section gives students the opportunity to expand and solidify their understanding of the concept and/or apply it to a real world situation</p>  | <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Experimental inquiry</li> <li>• Thinking Skills Activities             <ul style="list-style-type: none"> <li>◦ classifying, abstracting, error analysis, etc.</li> </ul> </li> <li>• Decision-making</li> </ul>  |
| <p><b>V. Evaluation</b></p>   | <ul style="list-style-type: none"> <li>• Teacher and/or student generated scoring tools or rubrics</li> </ul>   |

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## DIRECT LESSON DESIGN FORMAT

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The direct lesson is characterized by the teacher introducing the topic, communicating the objective, presenting information and examples, assessing students, and summarizing the lesson.

### Key Ideas

| <b>ELEMENT</b>          | <b>DEFINITION</b>   | <b>TEACHER BEHAVIOR</b>  |
|-------------------------|---|--|
| Anticipatory Set        | An activity that helps to provide mental preparedness for the new learning.                                     | <ul style="list-style-type: none"> <li>• Create focus.</li> <li>• Provide practice with previously learned material.</li> <li>• Diagnose learners.</li> </ul>  |
| Objective               | A clear statement of the goal toward which teaching is directed.  | <ul style="list-style-type: none"> <li>• Tell pupils, for example: "We're going to learn the correct form of letter writing".</li> </ul>   |
| Purpose                 | A statement of why learning is important.   | <ul style="list-style-type: none"> <li>• Tell pupils, for example: "So that you may write for the materials that you need for your Social Studies project".</li> </ul>   |
| Input                   | What the teacher will do to help learners accomplish the objective.   | <ul style="list-style-type: none"> <li>• Inform, explain, respond, question and plan activities.</li> </ul>  |
| Model                   | A visual example of the information, skill or process that students are expected to learn.                      | <ul style="list-style-type: none"> <li>• Demonstrate what the students need to do. Verbally label critical attributes of learning.</li> </ul>  |
| Check for Understanding | Monitoring of the lesson with quick indicators to see how the lesson is going.                                  | <ul style="list-style-type: none"> <li>• Elicit overt behavior, check behavior, and interpret behavior.</li> <li>• Act on interpretation: move on, practice, re-teach or quit.</li> <li>• Use covert and overt questions as needed.</li> </ul> |
| Guided Practice         | A teacher-directed, in-depth practice of the new learning.  | <ul style="list-style-type: none"> <li>• Give class practice on new learning.</li> <li>• Circulate and monitor.</li> <li>• Give students specific feedback.</li> </ul>   |
| Closure                 | Feedback from learners at the end of a lesson to determine if learners grasped critical attributes of learning. | <ul style="list-style-type: none"> <li>• Ask questions or provide an activity that requires learners to demonstrate that the objective was met.</li> </ul>   |
| Independent Practice    | Opportunity to work alone on new learning without teacher direction or assistance.                              | <ul style="list-style-type: none"> <li>• Give homework, seatwork or a project to complete alone.</li> </ul>  |

## LESSON PLAN FORMAT FOR USE DURING THE FALL SEMESTER

(Based upon M. Hunter's Instructional Theory Into Practice Model;  
May also be modified for use with Five E Format)

- I. **Standard:** (local district's curriculum guidelines, ISD's or the State of Michigan)
- II. **Objective/Benchmark:**
  - A. What is it you are going to teach? Why is this important? (Rationale/purpose)
  - B. What will the students be able to do at the end of the lesson and how can they use/apply it? (i.e. assessments; formal and informal)
  - C. How will it be measured and/or observed?
- III. **Anticipatory Set:** Getting students excited or focused for the lesson; anything you can do to get the thought process going toward the lesson.
  - A. Generate interest: do something to capture attending behavior
  - B. Access prior knowledge: give examples to activate thinking
  - C. Practice something already known
- IV. **Input:** Materials and methods needed to present lesson
  - A. Task Analysis
    1. What information does the learner need?
    2. What are the step-by-step procedures of the lesson?
  - B. Thinking Levels: Bloom's Taxonomy
    1. Knowledge - know
    2. Comprehension - understand
    3. Application - use
    4. Analysis - break down
    5. Synthesis - create
    6. Evaluation - judge
  - C. Method and Materials
    1. Way(s) of presenting: lecture, discussion, demonstration, simulations, recitation, videotaping, etc.
    2. Materials needed
- V. **Modeling:**
  - A. Show as well as tell
  - B. How to do as well as what to do
  - C. Visual input accompanied by verbal input
- VI. **Checking for Understanding:**
  - A. Sample of questions to be asked (written)
  - B. Teach Some-STOP & CHECK-Resume Teaching-STOP & CHECK, etc.
  - C. Provide ways for children to respond (i.e. choral response, signal response, etc.)
- VII. **Guided Practice:**
  - A. Repeated practice of new learning as stated in the objective/benchmark
  - B. Modeled first
  - C. The teacher is available to catch errors independently (i.e. circulates, answers questions, etc.)
- VIII. **Independent Practice: - if appropriate**
- IX. **Closure:**
  - A. Students: wrap up; summary of the lesson
- X. **Assessment/Reflection:**
  - A. How well did the student perform/respond?

## LESSON PLAN FORMAT FOR USE DURING THE WINTER SEMESTER

(Based upon M. Hunter's Instructional Theory Into Practice Model;  
May also be modified for use with Five E Format)

- I. **Standard:** (local district's curriculum guidelines, ISD's or the State of Michigan)
- II. **Objective/Benchmark:**
  - A. What is it you are going to teach? Why is this important? (Rationale/purpose)
  - B. What will the students be able to do at the end of the lesson and How can they use/apply it? (i.e. assessments; formal and informal)
  - C. How will it be measured and/or observed?
- III. **Anticipatory Set:** Getting students excited or focused for the lesson; anything you can do to get the thought process going toward the lesson.
  - A. Generate interest: do something to capture attending behavior
  - B. Access prior knowledge: give examples to activate thinking
  - C. Practice something already known
- IV. **Input:** Materials and methods needed to present lesson
  - A. Task Analysis
    1. What information does the learner need?
    2. What are the step-by-step procedures of the lesson?
  - B. Thinking Levels: Bloom's Taxonomy
    1. Knowledge- know
    2. Comprehension-understand
    3. Application-use
    4. Analysis-break down
    5. Synthesis-create
    6. Evaluation- judge
  - C. Learning Styles and/or Accommodations
    1. Remediation
    2. Extensions
    3. Differentiating Curriculum
    4. Multiple Intelligences
  - D. Method and Materials
    1. Way(s) of presenting: lecture, discussion, demonstration, .simulations, recitation, videotaping, etc.
    2. Materials needed
- V. **Modeling:**
  - A. Show as well as tell
  - B. How to do as well as what to do
  - C. Visual input accompanied by verbal input
  - D. Student involvement using several learner modalities
- VI. **Checking for Understanding:**
  - A. Sample of questions to be asked (written)
  - B. Teach Some-STOP & CHECK-Resume Teaching-STOP & CHECK, etc.
  - C. Provide ways for children to respond (i.e. choral response, signal response, etc.)
- VII. **Guided Practice:**
  - A. Repeated practice of new learning as stated in the objective/benchmark
  - B. Modeled first
  - C. The teacher is available to catch errors independently (i.e. circulates, answers questions, etc.)
- VIII. **Independent Practice:** - if appropriate
  - A. Complete work independently
  - B. Assign seatwork and/or homework if necessary
- IX. **Closure:**
  - A. Students: wrap up; summary of the lesson
  - B. Assessments completed (if appropriate)
- X. **Assessment/Reflection:**
  - A. How well did the students perform? Evaluate student performance after completion of the lesson.
  - B. Did I meet my teaching objective? What is my overall reflection/evaluation of this lesson?

# GTC UNIT PLAN RUBRIC

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_  
**Unit Title/ Topic** \_\_\_\_\_ **Grade(s)** \_\_\_\_\_  
**Anticipated Time Span** \_\_\_\_\_ **Subject(s)** \_\_\_\_\_  
**Evaluator(s):**      **Self** \_\_\_\_      **Peer** \_\_\_\_      **Coordinator** \_\_\_\_      **Other** \_\_\_\_

## CRITERIA

|   | Meets Requirements |
|---|--------------------|
| I. Unit Introduction:   |                    |
| A. <i>Overview</i>  | 0 1 2 3 4 5        |
| B. <i>Goals</i>   | 0 1 2 3 4 5        |
| II. Unit Composition:   |                    |
| A. <i>Instructional Lessons (7-10 lessons)</i>  |                    |
| 1. Benchmarks:  | 0 1 2 3 4 5        |
| 2. Objectives:  | 0 1 2 3 4 5        |
| 3. Introduction:  | 0 1 2 3 4 5        |
| 4. Procedures:  | 0 1 2 3 4 5        |
| 5. Materials:   | 0 1 2 3 4 5        |
| <i>(visual, text, hands-on, media, technology)</i>  |                    |
| 6. Assessments <i>(traditional and performance-based)</i>   | 0 1 2 3 4 5        |
| 7. Final Evaluation of Student Learning   | 0 1 2 3 4 5        |
| B. <i>Lesson Sequence</i>   |                    |
| 1. Structure & Flow of Unit   | 0 1 2 3 4 5        |
| 2. Introductory Lesson  | 0 1 2 3 4 5        |
| <i>(i.e. anticipatory set, connect to prior learning)</i>   |                    |
| 3. Instructional Lessons  | 0 1 2 3 4 5        |
| <i>(with objectives, procedures, materials)</i>   |                    |
| 4. Culminating Lesson – <i>(with summary and closure i.e. student presentation, group or individual projects, student feedback)</i> | 0 1 2 3 4 5        |
| 5. References <i>(print and web-based)</i>  | 0 1 2 3 4 5        |
| C. <i>Lesson Considerations</i>   |                    |
| 1. Developmentally Appropriate  | 0 1 2 3 4 5        |
| 2. Addresses Learning Styles  | 0 1 2 3 4 5        |
| 3. Differentiation  | 0 1 2 3 4 5        |
| 4. Rigor and Relevance  | 0 1 2 3 4 5        |
| 5. Promotes Diversity & Global Perspectives   | 0 1 2 3 4 5        |

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_  
*(Evaluator)*

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## MENTOR TEACHER EVALUATION PROCEDURES AND FORMS

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### **Evaluation:**

To insure full benefits from the supervised field placement experience, the candidate, school and university field coordinator should communicate frequently throughout the assignment. These discussions help to establish rapport, maintain good working relationships, and prevent the compounding of minor difficulties frequently caused by misunderstandings or lack of communication. Informal conferences between the student teacher and the mentor teacher are held as needed. They provide the opportunity for discussion about observed strengths as well as observed weaknesses with specific suggestions for improvement.

- Initial visitation: At the beginning of the semester, the university field coordinator will visit with the mentor teacher and teaching candidate to discuss the field placement and the responsibilities of all participants.
- Final conference: The university field coordinator will meet with the mentor teacher and with the teaching candidate to discuss the teaching candidate's performance.

### **Conference Responsibilities of the Teaching Candidate:**

1. Arrive promptly for all scheduled conferences
2. Prepare adequately for the conference by bringing a list of specific questions, topics to be discussed, and documentation from lessons taught since the last conference
3. Be an active participant and attentive listener
4. Promote self-development by analyzing the results of teaching strategies
5. Seek additional clarification and request special conferences as the need arises

## Evaluation Procedures:

All student teachers are evaluated throughout the field placement with evaluative instruments provided by the College of Education.

- The mid-term evaluation is formative and one should be completed by the mentor teacher and the candidate. A copy of this form is found on the next page of this handbook. It should discuss the candidate's progress by focusing on areas of strengths and weaknesses observed during the initial weeks of the field placement. After completing the form, the mentor teacher should discuss this evaluation with the candidate. The mentor teacher can either e-mail the completed form to the field coordinator or give it to the teaching candidate for delivery. The university field coordinator will also confer with the student to ensure that all parties understand the areas of strengths and weaknesses. The evaluation serves as a means of emphasizing progress (or lack of it). Interim reports provide the teacher candidate with indicators of progress he/she is making in addressing weaknesses.
- The final evaluation is summative and serves as a report of the candidate's achievements at the culmination of his/her field placement assignment. The university field coordinator will assign the grade after consultation with the mentor teacher and candidate. The final evaluation should be submitted to the university field coordinator at the final evaluation meeting. This final evaluation needs to be done in a type-written format.
- Mentor teachers will receive an e-mail with directions on how to complete the Practicum Performance Evaluation Form found within the COE Assessment System prior to the end of both the fall and winter semesters. This evaluation form is done online via a link in the e-mail you will receive. This evaluation serves as a research tool for data collection in preparation for the College of Education's accreditation process.
- Grade Report Standards: Candidates must earn a B- or better and have positive recommendations in professional fieldwork courses in order to be recommended for teacher certification.



**Midterm Evaluation  
Teacher Assisting/Student Teaching**

Name of GTC Candidate \_\_\_\_\_

Name of Mentor  
Teacher \_\_\_\_\_

Provide a brief description of the teacher assistant's/student teacher's performance related to the INTASC Standards.

**The Candidate's: Discipline Knowledge and Understanding; Understanding Student Development**

**The Candidate's: Use of Instructional Variety; Instruction and Curriculum Planning; Assessment: Learners & Strategies**

**The Candidate's: Creation of Learning Environments; Use of Effective Communication Skills**

**The Candidate's: Reflective Practices; Relationships with Colleagues and the Community**

## Focused Observation Form

\* = Half Time Practicum    + = Full Time Practicum

### STANDARD 1: Discipline Knowledge & Understanding

K: \* + Candidate understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing and relates disciplinary knowledge to other subject areas.

D: + Candidate realizes that subject matter knowledge is not a fixed body of facts and keeps abreast of new ideas/understandings in the field and displays an enthusiasm for the discipline(s) being taught while making connections to everyday life.

P: + Candidate effectively uses multiple representations and explanations that capture key ideas while representing differing viewpoints, methods of inquiry and "ways of knowing."

P: \* + Candidate develops/uses a curriculum that encourages students to see, question, and interpret ideas from diverse perspectives.

### STANDARD 2: Understanding Student Development

K: \* + Candidate understands how learning occurs and that students' physical, social, emotional, moral and cognitive development influence learning and addresses these factors when making instructional decisions.

D: \* + Candidate appreciates individual variation within each area of development, respects diverse talents of learners, and is disposed to use students' strengths as a basis for growth.

P: \* + Candidate assesses individual and group performances to design instruction that meets learners' current needs (i.e. cognitive, social, emotional, moral, and physical).

P: \* + Candidate accesses students' thinking and experiences as a basis for instructional activities by discussion, listening and eliciting samples of student thinking orally and in writing.

### STANDARD 3: Responsiveness During Lessons

K: + Candidate understands/identifies how students differ in approaches to learning and performance, areas of exceptionality, and second language acquisition.

D: \* + Candidate believes all children can learn at high levels and persists in helping all children achieve success.

P: + Candidate identifies/designs instruction appropriate to students' stages of development, learning styles, strengths, and needs. Candidate also addresses different learning and performance modes.

P: + Candidate makes appropriate provisions for individual students who have particular learning differences or needs (i.e. time, circumstances for work, tasks assigned, and communication and response modes).

P: \* + Candidate creates a learning community in which individual differences are respected.

### STANDARD 4: Instructional Variety

K: + Candidate understands the cognitive processes associated with various kinds of learning and knows how to enhance learning through the use of a variety of materials as well as human and technological resources.

D: + Candidate values the development of students' critical thinking, independent problem solving, and performance capabilities.

P: + Candidate carefully evaluates how to achieve learning targets, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs [e.g. developmental stages, prior knowledge, learning styles, and interests].

P: + Candidate uses multiple teaching/learning strategies to engage students in active learning opportunities and constantly monitors/adjusts strategies in response to learner feedback.

### STANDARD 5: Learning Environments

K: \* + Candidate uses knowledge about human motivation and behavior to develop strategies for organizing and supporting individual and group work.

D: + Candidate takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school.

P: + Candidate creates a smoothly functioning learning community in which students assume responsibility for themselves and one another.

P: + Candidate organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.

### STANDARD 6: Effective Communication Skills

K: \* + Candidate understands communication theory, language development, and the role of language in learning.

D: \* + Candidate values many ways in which people seek to communicate and is a thoughtful and responsive listener (i.e. verbal and nonverbal).

P: \* + Candidate models effective communication strategies and knows how to ask questions that stimulate discussion.

P: \* + Candidate knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.

### STANDARD 7: Instruction and Curriculum Planning

K: \* + Candidate understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.

D: + Candidate values long term and short term planning as an individual and as a member of a team.

P: + As an individual and a member of a team, candidate selects/creates learning experiences appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction.

P: \* + Candidate creates/plans learning opportunities, lessons and activities that address various learning styles and meet the developmental/individual needs of diverse learners.

### STANDARD 8: Assessment: Learners & Strategies

K: + Candidate understands the characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.

D: + Candidate values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

P: \* + Candidate uses formal and informal assessment techniques to enhance knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.

P: + Candidate maintains useful records of student work and performance and can communicate student progress based on appropriate indicators, to students, parents, and other colleagues.

### STANDARD 9: Reflective Practice

K: \* + Candidate is aware of major areas of research related to teaching and of resources available for professional learning.

D: \* + Candidate values critical thinking and is committed to reflection, assessment, and learning as an ongoing process.

P: \* + Candidate uses classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning as a basis for experimenting with, reflecting on, and revising practice.

P: \* + Candidate seeks out professional literature and professional colleagues as supports for reflection, problem-solving, new ideas, and sharing of experiences.

### STANDARD 10: Relationships: Colleagues and Community

K: \* + Candidate understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.

D: \* + Candidate values and appreciates all aspects of a child's experience.

P: + Candidate participates in collegial activities to make the entire school a productive learning environment.

P: + Candidate establishes respectful and productive relationships with parents and guardians from diverse home and community situations; candidate is sensitive and responsive to students (i.e. acts as an advocate).



## Final Graduate Teacher Certification Program Candidate Evaluation

PLEASE TYPE

Name of Candidate \_\_\_\_\_ Field Placement Dates (Months and Year) \_\_\_\_\_  
School District \_\_\_\_\_ School Building \_\_\_\_\_ City \_\_\_\_\_  
State \_\_\_\_\_

Provide a summary description of the student teacher's performance related to the INTASC Standards: 1: Discipline Knowledge & Understanding; 2: Understanding Student Development; 3: Responsiveness During Lessons; 4: Instructional Variety; 5: Learning Environments; 6: Effective Communication Skills; 7: Instruction and Curriculum Planning; 8: Assessment: Learners & Strategies; 9: Reflective Practices; 10: Relationships: Colleagues and Community.

This candidate has successfully completed student teaching: \_\_\_ yes \_\_\_ no

**Name of Evaluator:**

\_\_\_\_\_  
(Please print name)

**Signature of  
Evaluator:**

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Title)

\_\_\_\_\_  
(Date)

## Rubric for Field Performance Evaluation

| Element  | Distinguished - 3  | Proficient - 2   | Progressing – 1   | Unsatisfactory – 0  |
|--|--|--|---|---|
| <b>INTASC: 1<br/>Discipline Knowledge and Understanding</b><br>Candidate develops/uses curricula that encourages students to see, question, and interpret ideas from diverse perspectives  | Curricula developed encourage students to actively participate through discussion, questioning, and interpreting diverse perspectives.   | Curricula used encourage students to participate through discussion, questioning, and sharing other perspectives.  | Curricula used have students participate on a moderate level through discussion.  | Students discuss the curricula minimally.   |
| <b>INTASC: 2<br/>Understanding Student Development</b><br>Candidate assesses individual and group performances to design instruction that meets learners' current needs.   | Candidate is highly effective assessing individual and group performances and designing instruction that meet learners' current needs.   | Candidate is generally effective assessing individual and group performances and designing instruction that meet learners' current needs.  | Candidate is moderately effective assessing group performances and designing instruction that meet the needs of the whole class.  | Candidate is ineffective assessing group performances and in designing instruction.   |
| <b>INTASC: 3<br/>Responsiveness During Lessons</b><br>Candidate makes appropriate provisions for individual students who have particular learning differences or needs (i.e. time, circumstances for work, tasks assigned and communication and response modes). | Candidate consistently makes appropriate and effective provisions for individual students who have particular learning differences or needs (e.g. time, circumstances for work, tasks assigned and communication and response modes).  | Candidate makes generally appropriate and effective provisions for individual students who have particular learning differences or needs (e.g. time, circumstances for work, tasks assigned and communication and response modes).   | Candidate makes moderately appropriate provisions for individual students who have particular learning differences or needs sporadically (e.g. time, circumstances for work, tasks assigned, and communication and response modes). | Candidate makes minimal provisions for individual students who have particular learning differences.  |
| <b>INTASC: 3<br/>Responsiveness During Lessons</b><br>Candidate creates a learning community in which individual differences are respected.  | Candidate creates an effective learning community in which individual differences are respected. Atmosphere is one of genuine caring and respect. Students exhibit respect for candidate and others.   | Candidate creates a learning community in which individual differences are respected. Atmosphere is warm, caring and respectful. Students exhibit respect for candidate.   | Learning community is generally appropriate for individual with differences. Students exhibit only minimal respect for candidate.   | Learning community is inappropriate for individual with differences. Students exhibit disrespect for candidate.   |
| <b>INTASC: 4<br/>Instructional Variety</b><br>Candidate uses multiple teaching/learning strategies to engage students in active learning opportunities and constantly monitors/adjusts strategies in response to learner feedback.                               | Candidate consistently and effectively uses multiple teaching and learning strategies to actively engage students in learning opportunities and constantly monitors/adjusts strategies in response to learner feedback. Candidate successfully makes a major adjustment to a lesson. | Candidate uses multiple teaching/learning strategies to engage students in active learning opportunities and monitors/adjusts strategies in response to learner feedback. Candidate makes a minor and smooth adjustment to a lesson. | Candidate uses different teaching/learning strategies to engage students in learning opportunities and makes some adjustments to strategies. Candidate attempts to adjust a lesson with mixed results.                              | Candidate uses very few teaching/learning strategies that engage students and infrequently makes any adjustments to strategies. Candidate adheres rigidly to the lesson plan, even when a change will improve a lesson. |

| Element  | Distinguished - 3   | Proficient - 2   | Progressing – 1  | Unsatisfactory – 0   |
|--|---|--|--|--|
| <b>INTASC: 5<br/>Learning Environments</b><br>Candidate organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.                                      | Candidate successfully organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of all students in productive tasks.  | Candidate is generally successful organizing, allocating, and managing the resources of time, space, activities, and attention to provide active engagement of students in productive tasks.   | Candidate is minimally successful organizing, allocating, and managing the resources of time, space, activities, and attention. Students' engagement in productive tasks is limited.   | Candidate is not successful organizing, allocating, and managing the resources of time, space, activities, and attention. Students are not engaged in productive tasks.  |
| <b>INTASC: 6<br/>Effective Communication Skills</b><br>Candidate models effective communication strategies and knows how to ask questions that stimulate discussion.   | Candidate's spoken and written language is correct and expressive, using well-chosen vocabulary. Candidate's questions are of high quality and stimulate class discussions by assuring all voices are heard in the classroom.   | Candidate's spoken and written language is generally clear and correct. Vocabulary is appropriate to age group. Questions are generally of high quality and most students are engaged in the discussion.   | Candidate's spoken language is audible and written language is legible. Both are used correctly. Vocabulary is limited or not appropriate to age level. Questions are of high and low quality. Some students are engaged.  | Candidate's spoken language is inaudible, or written language is illegible, both may contain grammar and/or syntax errors. Vocabulary is not age level appropriate. Questions are of poor quality with few students engaged. |
| <b>INTASC: 7<br/>Instruction and Curriculum Planning</b><br>Candidate creates/plans learning opportunities, lessons and activities that address various learning styles and meet the developmental/individual needs of diverse learners.                           | Candidate creates/plans learning opportunities, lessons and activities that are highly relevant to students and address their various learning styles. Instruction effectively meets the developmental and individual needs of diverse learners.  | Candidate creates/plans learning opportunities, lessons and activities that are mostly suitable to and supportive of instructional goals. Instruction meets the developmental and individual needs of diverse learners.  | Candidate creates/plans some learning opportunities, lessons and activities that are suitable and supportive of instructional goals. Instruction attempts to meet the developmental and individual needs of diverse learners.  | Learning opportunities, lessons and activities that are not suitable to and supportive of instructional goals. Instruction does not address the individual needs of diverse learners.  |
| <b>INTASC: 8<br/>Assessment: Learners and Strategies</b><br>Candidate uses formal and informal assessment techniques to enhance knowledge of learners, to evaluate students' progress and performances, and to modify teaching and learning strategies.            | Candidate displays extensive ability using and creating formal and informal assessment techniques to enhance knowledge of learners, to evaluate students' progress and performances, and to modify teaching and learning strategies. Candidate clearly communicates the assessment process and results to students. | Candidate displays the ability to nominally use formal and informal assessment techniques to enhance knowledge of learners, to evaluate students' progress and performances, and to modify teaching and learning strategies for individual and small group instruction. Candidate communicates the assessment results to students. | Candidate displays the ability to use some formal and informal assessment technique, to evaluate students' progress and performances, and to adjust teaching for whole group instruction. Assessment results are not clear and are not clearly communicated to students. | Candidate displays lack of understanding of formal and informal assessment techniques to evaluate students' progress and performances. Assessment results are only minimally used for future planning.                       |
| <b>INTASC: 9<br/>Reflective Practice</b><br>Candidate uses classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning as a basis for experimenting with, reflecting on, and revising practice. | Candidate makes a thoughtful and accurate assessment of a lesson or unit's effectiveness, and offers alternatives and suggestions for change. Candidate is highly effectively using observations and research to evaluate teaching and learning outcomes.   | Candidate makes an accurate assessment of a lesson or unit's effectiveness and makes a few specific suggestions of what may be tried the next time the lesson is taught. Candidate effectively uses observations and research to evaluate teaching and learning outcomes.  | Candidate has an accurate impression of a lesson's effectiveness and makes general suggestions about how a lesson may be improved. Candidate is moderately effective using observations to evaluate teaching and learning outcomes.                                      | Candidate does not know if a lesson was effective and has no suggestions for how a lesson may be improved. Candidate does not use observations to evaluate teaching and learning outcomes.                                   |

| Element  | Distinguished - 3  | Proficient - 2  | Progressing – 1  | Unsatisfactory – 0  |
|--|--|---|--|---|
| <p><b>INTASC: 10 Relationships: Colleagues and Community</b><br/>Candidate participates in collegial activities to make the entire school a productive learning environment.</p> | <p>Candidate seeks out and participates in collegial activities to make the entire school a productive learning environment.<br/>Candidate seeks out opportunities for professional development and implements new ideas into the classroom.</p> | <p>Candidate participates in collegial activities to make the entire school a productive learning environment.<br/>Candidate seeks out opportunities for professional development and implements some new ideas into the classroom.</p> | <p>Candidate participates in collegial activities to a limited extent when convenient. Candidate attends professional development sessions also to a limited extent with minimal application in the classroom.</p> | <p>Candidate participates in no collegial activities and does not attend any professional development activities to enhance knowledge or skill.</p> |

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## GTC PROGRAM POLICIES

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See the Grand Valley State University Catalog for additional relevant policies

### **Advising**

Candidates who hold an approved undergraduate degree may earn teacher certification at the graduate level through the GTC program. Because of the need for careful assessment in choosing the appropriate teaching program, prospective students should first contact the College of Education Student Information and Services Center (SISC) to register to attend one of the regularly scheduled Group Advising Sessions. Once admitted to the GTC program, candidates will be assigned a university field coordinator who will supervise the candidate in the field.

### **CPR/First Aid**

All new teachers are required to earn a certificate in CPR and First Aid before they can be recommended for a teaching certificate. The CPR and First Aid must encompass infant, child, and adult and the classes can only be taken from a Red Cross or American Heart Association organization. The certification needs to be current so it should be taken near the end of the teaching program. After the training is complete, candidates get a verification form by going to 101 Eberhard Center. This form will be then be sent to the Records Office so that teacher certification can proceed.

### **Field Placement**

**Location:** Placements in the public schools will be made by the university within designated schools. Most schools will be in Grand Rapids and the lakeshore areas. Candidates are not to seek their own placement.

**Placement Interviews and Acceptance:** School placements will be contingent upon acceptance by school personnel. If school personnel following the first placement interview do not accept a candidate, he or she will be given another placement opportunity. If the candidate is rejected a second time, he or she may be removed from the GTC Program.

**Length:** All GTC field placements are for two semesters. The fall semester field placement will include a minimum of 300 hours. The second semester field is a full-time semester experience. Teacher candidates are required to fulfill approximately thirteen weeks of student teaching. Candidates placed in schools with a trimester schedule will begin teaching when their placement school begins its second trimester in late fall

**Alternate Placements:** Alternate arrangements are unusual and will be made only if a school site is unable to fulfill the GTC programmatic needs as determined by the GTC faculty, and university field coordinators. The GTC faculty and/or university field coordinator will make alternate arrangements.

**Diversity Experience:**

Candidates must plan a one week experience (20 hour) visit preferably with another candidate in the GTC program during the month of October. The purpose of this experience is to allow the candidates to have some experiences in diverse school settings. This documented experience needs to be with students who meet at least four of the following diverse characteristics: Race/Ethnicity, Socioeconomic Status, English Language Learner's, Academic Ability and Exceptionalities, Gender, Religion and/or Sexuality,

**Code of Conduct for Teaching Candidate**

**Professionalism:** Teaching candidates are expected to conform to standards of professional conduct as specified by the school's teacher handbook, the administrator in charge, and the university field coordinator.

**Attendance at School and Seminars:** Regular, consistent attendance is required of all teaching candidates placed in a field assignment. Unexcused absences from the school setting or from the accompanying seminar will ordinarily result in course failure. Excused absences will be taken into consideration on an individual basis.

**Calendar:** Candidates enrolled in a field placement follow the calendar of the assigned school for both starting dates and vacation dates.

**Punctuality:** Candidates are required to be on time daily for the field assignment and for classes.

**Professional Conduct:** Grand Valley State University teaching candidates are guests in the schools in which they teach and serve. They must concur with all regulations established by the principal, school administration and school district.

**Appearance:** Appropriate dress and conduct is expected. As a rule, candidates should be guided by the dress code of their assigned school.

**Corporal Punishment:** Teaching candidates never administer corporal punishment as a means of discipline. Doing so may result in program removal.

**Outside Activities of Teaching Candidates:** The primary responsibility of the teaching candidate is the instructional experience. Candidates are urged not to have out-of-school employment or enroll in additional course work during the field placement. Special responsibilities of the field placement (e.g., coaching athletics after school) should be closely monitored so that such activities do not interfere with instructional responsibilities of the field assignment.

**Observations by Teaching Candidates:** When possible, candidates will have an opportunity to observe teachers or other student teachers in other classrooms or in special rooms. The candidate, in consultation with the mentor teacher and school, may make these arrangements. The purpose for such observations is to broaden the candidate's perspective on teaching styles, classroom environments and classroom management methods. It also helps to acquaint the teaching candidate with responsibilities of special education teachers.

**Substitute Teaching:** A GTC candidate may substitute teach five (5) times for the mentor teacher during the second semester of field placement, subject to approval from the university field coordinator, the cooperating teacher and the building principal. Some districts pay student teachers for this service. As with any substitute teacher, please respect the candidate by asking them in advance if they would like to substitute. The GTC candidate must be registered as a substitute. If the GTC candidate is not comfortable with the assignment s/he has the right of refusal.

**Strikes, Work Stoppages:** In the event of a teacher strike or work stoppage, GTC teaching candidates do not report for duty or appear at the assigned building.

**Liability:** Grand Valley State University carries liability insurance for student teachers acting within the scope of their duties or performing services on behalf of or under the direction of the university.

### **Unsatisfactory Performance**

The university field coordinator, in collaboration with the mentor teacher and/or school administrator, judges unsatisfactory performance. Such judgments reflect the expertise of teaching professionals and are supported with documentation from field visits as well as the use of one or more candidate evaluation instruments.

**Monitoring Student Progress:** Teaching candidates whose performance is unsatisfactory will be given an opportunity to correct and adjust their behavior and/or skills with an improvement plan. The plan states the problem(s) and outlines procedures and timelines for correction. The university field coordinator will decide to have the student:

- a. Remain in the current placement with specific remediation plans; or,
- b. Be assigned a new placement; or,
- c. Be removed from the field for the remainder of the semester; or,
- d. Be asked to repeat Winter Internship in a different semester. The candidate is required to re-enroll in the course and pay tuition.

**Grades:** The usual grade for dismissal is "F" unless the student requests and qualifies for an "I". The grade of "incomplete" is appropriate only for illness or circumstances beyond the student's control and does not substitute for a failing grade or withdrawal.

**Repeat of Field Experience:** Candidates who have been removed from the field or receive an unacceptable grade may be allowed one more attempt. Ordinarily a full semester must intervene before the next placement to allow time for remediation and to negotiate a placement. Re-assignment after removal from field requires the completion of an entire semester of field and seminar.

**Dismissal:** Dismissal of a GTC candidate by school district personnel may result in immediate removal from the field and may result in program removal. Teaching candidates may be dismissed for any of the following:

- Failing to meet any of the established field placement standards
- Demonstrating ineffectiveness so that progress of children is impaired
- Failing to comply with school/faculty norms
- Defying reasonable requests
- Any reason for which a certified classroom teacher might be dismissed

- Failing to improve teaching deficiencies within a reasonable period of time after being given an improvement plan
- Failing to improve teaching deficiencies during a repeat semester of winter internship

**Student Complaints:** If a candidate has a complaint regarding a specific faculty member, s/he is encouraged to discuss it with the faculty member. If the complaint is not resolved, the candidate may take the complaint to the GTC Program Coordinator who will try to resolve it.

## **Conviction Record**

**Request for Records:** According to law, the College of Education must request information on an applicant's conviction record. Applicants who have been convicted or pled no contest to a felony or certain misdemeanors will be required to provide further information. Such applicants may subsequently be denied admission, denied field placement by cooperating school districts, or denied certification by the Michigan Department of Education.

**Individual Case Review:** The College of Education reviews candidates on an individual basis who have been convicted or pled no contest to a felony or certain misdemeanors to determine whether admission is appropriate.

**Notification of Status to Applicant:** If the applicant is admitted to the College of Education s/he will be advised that program completion will not be possible if cooperating schools deny field placement. The applicant will also be advised that the Michigan Department of Education has the authority to deny a recommendation for certification based upon prior conviction.

**Notification Process:** If a GTC applicant responds affirmatively, the statement is reviewed by the Associate Director of SISC. If necessary, the Associate Director contacts the student, arranges for a personal meeting, and asks the student to bring copies of all court documents. If the matter is satisfactorily resolved, the student is admitted. If not, the student is denied admittance.

**Notification of Status to Cooperating Schools:** If the College of Education admits such a student with a conviction record into any practicum course, it will advise the cooperating school district of the individual's status prior to finding a classroom placement.

**Notification of Status to Michigan Department of Education:** The College of Education will report directly to the Michigan Department of Education Office of Professional Preparation Services any student who has been convicted or pled no contest to a felony or any misdemeanors.

## **Denial/Revocation of Certificate**

**Fraud:** Certification may be denied for fraud, material misrepresentation, or concealment in the application for a certificate. The College of Education will report any instances of fraud in the application for a certificate, including instances of fraud with altered transcripts from other institutions and improperly reported teaching experiences.

**Immoral Conduct:** Certification may be denied for failure or ineligibility of the applicant to meet the criteria for the certificate or conviction as an adult of an act of immoral conduct contributing to the delinquency of a child or a felony involving moral turpitude.

## REFERRAL FORM FOR STUDENT IMPROVEMENT

**Grand Valley State University  
College of Education  
Graduate Teacher Certification Program**

**Return to: GTC Coordinator, 301 W. Fulton, Suite 718, Grand Rapids, MI 49504**

Student \_\_\_\_\_ Date \_\_\_\_\_

Emphasis Area (check one):     Elementary             Secondary

Submitted by: \_\_\_\_\_  
Name Role

### AREA(S) OF CONCERN

For each area of concern only, place 1, 2, or 3 in the space provided with 3 indicating a higher level of concern, and 1 a lower level.

|   |  |
|---|--|
| <b><i>Planning and Preparation</i></b>      | 1.1 <input type="checkbox"/> Knowledge of content and pedagogy   |
| <b><i>Classroom Environment</i></b>         | 2.1 <input type="checkbox"/> Managing classroom procedures<br>2.2 <input type="checkbox"/> Managing student behavior<br>2.3 <input type="checkbox"/> Creating an environment of respect and rapport  |
| <b><i>Instruction</i></b>                   | 3.1 <input type="checkbox"/> Clear and accurate communication skills related to instruction<br><input type="checkbox"/> verbal <input type="checkbox"/> written  |
| <b><i>Professional Responsibilities</i></b> | 4.1 Professional Relationships<br>With: <input type="checkbox"/> peers <input type="checkbox"/> students <input type="checkbox"/> parents <input type="checkbox"/> mentor teacher<br><input type="checkbox"/> school staff <input type="checkbox"/> principal <input type="checkbox"/> faculty<br>Skills: <input type="checkbox"/> self-control <input type="checkbox"/> judgment/tactful<br><input type="checkbox"/> tolerance <input type="checkbox"/> sensitive to all students<br><input type="checkbox"/> flexibility <input type="checkbox"/> energetic<br><input type="checkbox"/> maturity <input type="checkbox"/> positive attitude<br><input type="checkbox"/> inappropriate behavior _____<br>4.2 Professional Responsibilities<br><input type="checkbox"/> student advocacy <input type="checkbox"/> meeting obligations<br><input type="checkbox"/> appearance/dress <input type="checkbox"/> reliability/dependability<br><input type="checkbox"/> organization <input type="checkbox"/> desire to improve<br><input type="checkbox"/> persistence <input type="checkbox"/> responsive to feedback<br><input type="checkbox"/> approach to at-risk students<br><input type="checkbox"/> commitment (attendance/punctuality) |

**DOCUMENTATION OF EXPLANATION/DESCRIPTION of concern(s), including examples of specific behavior or events.** (Attach added sheets if necessary.)

**PLAN FOR IMPROVEMENT**

Improvement Plan Approved by \_\_\_\_\_  
University Field Coordinator Signature

\_\_\_\_\_  
Date

I have reviewed, discussed and agreed to the above stated plan.

Student Signature \_\_\_\_\_

\_\_\_\_\_  
Date

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## STATE OF MICHIGAN TEACHER COMPETENCIES

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1. An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences, and the arts)
  - a. The abilities and skills necessary for effective communication (listening, speaking writing, and reading)
  - b. A knowledge and appreciation of free inquiry in the humanities, the social sciences, the mathematical and natural sciences, and the arts
  - c. A knowledge of the interdependence of the liberal arts and the ability to integrate knowledge from the liberal arts to synthesize ideas, information, and data
  - d. The ability to discuss and debate the value of education in a free and pluralistic society, particularly the role of the intellectual and ethical values
  - e. An understanding of global and international perspectives
  - f. An understanding of and respect for individual differences, including those of culture, race, gender, religion, ethnicity, as well as humankind's shared heritage and environment
  - g. An ability to understand and respect varying points of view and the influence of one's own and others' ethics and values
  - h. An understanding of the impact of technology and its use for gathering and communicating ideas and information
  - i. An understanding of the Constitutions and histories of the United States and Michigan
  - j. An understanding of the market system for allocating resources
  - k. An understanding of and respect for the role of the individual in a free society, including the importance of individual responsibility and respect for individual rights and values
  - l. An understanding of the similarities within our culture and their importance to the fabric of American society
2. A commitment to student learning and achievement, including the understanding and ability to:
  - a. Apply knowledge of human growth, development, and learning theory
  - b. Expand cognitive, affective, physical, and social capacities of students for the development of the "whole person"
  - c. Discern the extent to which personal belief systems and values may affect the instructional process, e.g., love of learning; the belief that all students can learn; the belief that all students should be treated equitably; the role of expectations in affecting achievement
  - d. Demonstrate appropriate classroom management and disciplinary techniques to ensure a safe and orderly environment which is conducive to learning
  - e. Plan instruction to accommodate diversity, e.g., cultural, racial, and social diversity
  - f. Plan instruction to accommodate various backgrounds of students
  - g. Use multiple approaches to appropriately assess student abilities and needs to plan instruction
  - h. Create inclusionary environments for students with exceptional needs and abilities
  - i. Use various kinds of literacy to promote access to knowledge, e.g., numeric, graphics, printed text, computers, and electronic media
3. Knowledge of subject matter and pedagogy, including the understanding and ability to:
  - a. Create learning environments that promote critical and higher order thinking

- b. Help students access and use information, technology, and other resources to become independent learners and problem solvers
  - c. Use high expectations for optimal achievement to foster excellence in all students
  - d. Practice teaching as both an art and a science
  - e. Integrate and transfer knowledge across subject areas and encourage the same among students
  - f. Engage students in practical activities that demonstrate the relevance, purpose, and function of subject matter
  - g. Access and use updated information and procedures
4. The ability to manage and monitor student learning, including the understanding and ability to:
- a. Plan and use different cognitive, affective, and psychomotor strategies to maximize learning and to accommodate differences in the backgrounds, learning styles, aptitudes, interests, levels of maturity and achievement of students
  - b. Use a variety of methodologies and techniques, e.g., lectures, demonstrations, group discussions, group discussions, cooperative learning, small group activities and how to assess one's effectiveness in utilizing them
  - c. Involve and work effectively with all support personnel to maximize opportunities for student achievement and success
  - d. Involve and work effectively with parents and/or guardians to maximize opportunities for student achievement and success
  - e. Differentiate between assessment and evaluation procedures and use appropriate procedures
  - f. Define and accept the legal and ethical responsibilities of teaching, e.g., student retention, corporal punishment, truancy, child abuse, managing conflict, first aid, least restrictive environment, health and communicable diseases
5. The ability to systematically organize teaching practices and learn from experiences, including the understanding and ability to:
- a. Identify and use current research in both the subject field and in other areas of practice in the profession
  - b. Exercise good judgment in planning and managing time and other resources to attain goals and objectives
  - c. Maximize the use of instructional time by engaging students in meaningful learning experiences
  - d. Demonstrate an understanding of the economic, social, political, legal, and organizational foundations and functions of the schools
  - e. Accept teaching as a lifelong learning process and continue efforts to develop and improve
  - f. Interact successfully with other teachers, parents, students, administrators, counselors, and other support personnel to benefit students and to advance one's own professional development
  - g. Discuss and debate the evolution of education and the teacher's role in a changing society
  - h. Engage in meaningful self-evaluation and the teacher's role in a changing society
6. Commitment and willingness to participate in learning communities, including the understanding and ability to:
- a. Use community and home resources to enhance school programs

- b. Design learning activities that involve representatives of volunteer groups, civic and social organizations, and public service agencies
- c. Demonstrate knowledge of the various communities in which the teacher is a member, including the professional community, and local, state, national, and international communities
- d. Involve professional educators, support personnel, and other stakeholders in collaborative and cooperative planning, decision-making, and implementation to improve educational systems at all levels
- e. Interact with parents to maximize the learning of students at school, home and in the local community

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# MICHIGAN TEACHER CERTIFICATION RULES

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Michigan issues two basic types and levels of teaching certificates.

**Types:**

**Provisional Certificate:** The initial teaching credential – valid for up to six years, during which the holder is expected to gain experience as a practicing professional and to acquire additional professional development through advanced study as a prerequisite for the next level of certification.

**Professional Education Certificate:** The advanced teaching credential – valid for up to five years. The Professional Education Certificate requirements are as follows:

- a. Completion of three years of successful teaching experience within the validity of the Professional Certificate.
- b. Completion of an 18-semester hour planned program at a regionally accredited teacher preparation institution since the issuance of the Provisional Certificate or an approved master's or higher degree at any time.
- c. Completion of three semester hours of reading methodology for the secondary level of certificate; six for the elementary certificate.

**Levels:**

**Elementary Certificate:** Authorizes an individual to teach:

- All subjects K-5
- All subjects K-8 in a self-contained classroom
- Subject areas (major or minor areas) Grades 6-8

**Secondary Certificate:** Authorizes an individual to teach:

- Subject areas (major or minor areas) Grades 6-12

Note: By law, all new teachers are required to earn a certificate in CPR and First Aid before they can be recommended for a teaching certificate. The CPR and First Aid must encompass infant, child, and adult and the classes can only be taken from a Red Cross or American Heart Association organization. The certification needs to be current so it should be taken near the end of the teaching program. After the training is complete, students get a verification form by going to 101 Eberhard Center. This form will be then be sent to the Records Office so that teacher certification can proceed.

Approximately 5,000 new Provisional Certificates are issued annually and approximately 50% of newly certified individuals become employed in Michigan schools.

## Provisional Renewal Requirements

- A. The holder of a Michigan Provisional Certificate who fails to complete the requirements for the Professional Education Certificate can qualify at any future time(s) for two or more 3-year renewals of the Provisional Certificate. (Note: All persons are now candidates for the Professional Education Certificate rather than Permanent Certificates.)

- 1) The first 3-year renewal is available upon completion of the first 10 semester hours of the 18-semester hour planned program required for eventual advanced certification (the Professional Education Certificate\*). (An approved Michigan teacher preparation institution must plan the 18-semester hour program.)
  - 2) After expiration of the first 3-year renewal, if the holder still has not completed the experience requirements for the Professional Education Certificate, a second 3-year renewal is available after completion of the entire 18-semester hour planned program required for eventual Professional Education Certificate. \*
- B. Such renewal(s) must be recommended by the approved Michigan College that “plans” the required program of additional credit regardless of what institution recommended the initial Provisional Certificate. (Candidates who have completed appropriate credit in an approved out-of-state master’s degree apply directly to the Office of Professional Preparation Services; the holder of a Michigan conferred master’s degree applies to the master’s – not the bachelor’s – degree granting institution.)

\* The holder of an approved master’s or higher degree is not required to complete additional credit for these renewals or eventual continuing certification, except that, beginning July 1, 1983, such approved master’s degree holder must present a minimum of 6 semester hours of satisfactory credit in reading methodology to qualify for the elementary Professional Certificate; or 3 semester hours of satisfactory credit in reading methodology to qualify for the secondary Professional Certificate. Such reading methodology credit may be or have been completed at any state of the candidate’s college-level preparation.

### **Teacher Certification Procedures:**

During the winter semester of the program, an audit will be done of each candidate's major, minor, and professional sequence. The audit results go to the Records Office where certification records are forwarded to the Michigan Department of Education. The candidate receives a bill from the state. After receipt of payment, the Michigan Department of Education will issue and mail the provisional certificate. The Grand Valley Records Office (616-331-3327) can issue a letter to the candidate stating that he or she is eligible for certification. The Provisional Certificate is issued for five years. Candidates who do not already have a master's degree will need to complete an 18 hour planned program and complete three years of teaching in order to convert the Provisional Certificate to a Professional Certificate. The planned program for the masters will be given to each candidate during the winter semester. Courses can be no older than 8 years to apply to the master’s program.

