

# 2005-2006 Graduate Teacher Certification Program Handbook

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### Questions:

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

**GTC field placements: (616) 331-6429**

**GVSU College of Education  
301 W. Fulton, Ste. 920  
Grand Rapids, MI 49504**

*Please retain this booklet for future reference.*

**Grand Valley State University  
College of Education**

**Mission - Vision - Values**

**Mission**

*“We develop quality educators to teach, lead, and serve in local and world communities.”*

**Vision**

*“We envision our future as a community of educators who promote teaching excellence, active scholarship, and social responsibility.”*

**Values**

*We are a community of learners who value:*

*Inquiry: Scholarly, reflective, and research-based*

*Ethics: Fair, accurate, and consistent*

*Collaboration: Participatory, inclusive, and supportive*

*Decision Making: Informed, deliberative, and effective*

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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 an elementary or secondary level 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 interns combine field and coursework. The key to the program's success, however, is its partnerships with area schools. Their generous sharing of time and expertise provides interns with a rich array of opportunities that prepare them well for teaching in the 21st century.

### **Field Placements:**

Interns are placed in a public school for two semesters of practicum experience starting late August or early September when the public school's year begins. 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 five half days each week. This period is designed to integrate the intern into all aspects of the school. The intern continues winter semester when he or she gradually assumes all teaching duties for a minimum of four weeks or a marking period. The winter internship typically ends when the public schools have their spring break. Elementary interns should preferably have sustained teaching experience in all content areas. Secondary interns should preferably have sustained experience in both their major and minor fields.

GTC interns who have majors in physical education, art, or music will do an extended placement because they are being certified to teach at both the elementary and secondary levels. Typically the second experience begins mid-March and concludes at the end of April.

### **Mentor Teachers:**

The mentor teacher should be an experienced and competent role model who can assist in the development of teaching skills and evaluates the intern's progress throughout the field placements. During the fall semester an elementary level intern may be assigned a mentor teacher but may spend time observing or rotating to different grade levels before assuming the full-time internship.

A secondary level intern is matched with a mentor teacher for teaching in the subject area major. A mentor may also be assigned for the intern's subject area minor. Observations of other teachers and grade levels are encouraged during the fall semester internship.

### **University Field Coordinators:**

Each intern will have a designated university field coordinator who visits a minimum five (5) times fall and winter semesters. The role of the coordinator is to ensure the quality of the field experience by sharing expertise, counseling, guiding, encouraging, and evaluating the growth of the intern's teaching skills. Both the intern and mentor teacher(s) should contact the university field coordinator *immediately* should any questions or concerns arise. The university field coordinator will work with the intern and mentor teacher to develop a plan to address these concerns.

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## **SUBSTITUTE TEACHING POLICY**

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A GTC intern may substitute teach three (3) times for the mentor teacher during the second semester of field placement, subject to approval from the university field coordinator. Some districts pay interns for this service. As with any substitute teacher, please respect the interns by asking them in advance if they would like to substitute. In order to get paid for substitute teaching, the intern must be registered with the local intermediate service center such as the Kent Intermediate School District or Ottawa Area Intermediate School District.

Interns who have prior non-certified teaching experience need to get permission from the university field coordinator to substitute during the Fall semester of field practicum.

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# GRADUATE TEACHER CERTIFICATION SCHEDULE OF COURSES

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## Secondary Certification -- 24 Credit Hours

### Summer 2005

June 27 - August 10 - One morning and one afternoon class

EDG 635	Development and Needs of Adolescents (3 credits) <i>Tuesday/Thursday</i>
ED 652	Education of the Exceptional Student (3 credits) <i>Tuesday/Thursday</i>

### Fall 2005

August 29 - December 17

ED 650	Classroom Management: K-12 (3 credits) <i>Tuesdays</i>
EDG 685	Practicum/Graduate Field Experience (3 credits) <i>Monday through Friday mornings and Tuesday Seminar 4:00 - 5:50 PM</i>
EDR 623	Developmental Literacy for Adolescents (3 credits) <i>Thursdays</i>
EDG 636	Instruction in Middle and High Schools (3 credits) <i>Thursdays</i>

### Winter 2006

January 9 - April 29

EDG 685	Practicum/Graduate Field Experience (6 credits) <i>Monday through Friday all day, and Tuesday Seminar 4:00 - 5:50 PM</i>
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- All courses are taught on the Pew Campus of GVSU in Grand Rapids.
- All field experiences are in designated schools within the Grand Rapids and lakeshore areas.

## **Elementary Certification -- 36 Credit Hours**

### **Spring/Summer Sessions 2005**

May 9 - June 22 - One afternoon and one evening class

- EDG 610      Advanced Studies in Child Development (3 credits) *Tuesday/Thursday*  
EDG 631      Teaching Science: K-8 (3 credits) *Tuesday/Thursday*

June 27 - August 10    One morning and one afternoon class

- ED 652      Education of the Exceptional Student (3 credits) *Tuesday/Thursday*  
EDG 633      Teaching Social Studies and Diversity (3 Credits) *Tuesday/Thursday*

### **Fall 2005**

August 29 – December 17

- ED 650      Classroom Management: K-12 (3 credits) *Tuesdays*  
EDG 685      Practicum/Graduate Field Experience (3 credits)  
                  *Monday through Friday mornings, and Tuesday Seminar 4:00 - 5:50 PM*  
EDG 630      Teaching Mathematics: K-8 (3 credits) *Thursdays*  
EDR 622      Developmental Literacy for Children (3 credits) *Thursdays*

### **Winter 2006**

January 9 – April 29

- EDG 685      Practicum/Graduate Field Experience (6 credits)  
                  *Monday through Friday all day, and Tuesday Seminar 4:00 - 5:50 PM*  
EDR 627      Teaching Reading in the Content Areas (3 credits) *Tuesdays*

### **Spring 2006**

May 8 – June 19

- EDG 632      Teaching Creative and Performing Arts (3 credits) *Monday/Wednesday or Tuesday/Thursday*
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# **GTC PROGRAM FIELD CALENDAR**

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

## **Spring through Summer**

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

## **Fall**

Interns are in their school placements for five half days or the equivalent of 20 hours per week. Interns should submit their school schedule to their university field coordinator and mentor teacher for approval by the second week of the semester.

Since the interns are 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, the interns will switch with another intern to observe another setting. The specifics of this exchange will be worked out with the mentor teacher and the interns. It should be a minimum of a two-day exchange but may be as much as a week.

The fall practicum in the schools ends when the placement school's holiday vacation starts in late December.

## **Winter**

Interns return to their schools for full days when the placement school reopens in January. Interns will phase into full control over all phases of instruction for a minimum of four weeks. If possible, secondary level interns should have the opportunity to teach in both their major and minor areas. Interns will continue full time in their school placement until their schools spring break begins unless the intern has a K-12 major in art, music or physical education. These interns will 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 intern, mentor teacher and university field coordinator agree to extend the placement experience.

## **Professional Development**

October and March: Fire Up Conference for interns

March: Cooperating Teachers' Breakfast

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 interns. It significantly influences the intern'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 intern.

### **The Role Of The Field Placement School Is To:**

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

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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 school, the intern, and the mentor teacher. The university field coordinator generally works directly with the intern and the mentor teacher to ensure a positive experience.

**The University Field Coordinator will:**

1. Conduct conferences with interns and mentor teachers to facilitate the understanding of university expectations and to formulate the general plan for the Advanced Field Practicum experiences.
2. Visit teaching interns in the schools at regular intervals, a minimum of three (3) times during teacher assisting and five (5) visits during the Advanced Field Practicum.
3. Observe the intern's teaching environment and confer with the intern and mentor teacher regarding progress or problems observed.
4. Offer constructive assistance for continued growth and improvement as concerns arise during the Advanced Field Practicum.
5. Provide a plan of improvement for the intern in the event that concerns arise regarding performance.
6. Provide information to the intern relative to questions about graduation and certification.
7. Assign a final grade after consultation with the mentor teacher and the intern.
8. Complete a written final evaluation to be placed in the intern's credential file for Career Services

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## **EXPECTED OUTCOMES OF THE ADVANCED FIELD EXPERIENCE**

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At the end of the advanced field experience, the intern 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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## **GUIDELINES FOR THE INTERN AND MENTOR TEACHER FALL SEMESTER FIELD PRACTICUM**

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

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

The following guidelines are suggested for the intern's teacher assisting experience. However, depending on the ability and skill of the intern, the mentor teacher may decide to advance the intern'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 classroom teachers
- 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 house, parent conference 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, P.E., 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 teaching units to be taught during winter semester
- Continue assisting individual students, small groups and full class learning
- Visit other schools – coordinate plans for visitation with school principal and mentor teachers

**Interns should take responsibility for extending and expanding their school experiences beyond the above suggestions in ways that promote their competencies as teachers.**

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

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## **GUIDELINES FOR THE MENTOR TEACHER AND INTERN WINTER SEMESTER ADVANCED FIELD PRACTICUM**

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The teaching intern's second semester practicum is that part of the teacher education program when the intern 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 intern gradually assumes all of the regular responsibilities of a classroom teacher for a month or marking period. The internship requires 600 hours of classroom experience over a period of 15-19 weeks.*

The mentoring of a teaching intern 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 to prepare for the teaching internship.

### **Preparing for the Teaching Intern ---The 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 intern with a work area and storage space
- compile a professional library within the classroom and/or show the intern where other materials are available within the building

#### **3. Locating Materials**

- provide a copy of all basic teacher's 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 intern with the location of supplies, curricular guides and resources
- alert the intern to pupils with health problems

#### **4. Familiarizing The Intern With Service Facilities**

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

#### **5. Planning For Teaching**

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

#### **6. Planning With The Intern 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 THE INTERN'S SKILL DEVELOPMENT

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

1. Involve the intern 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 intern to be viewed and respected by the pupils as a co-teacher in the classroom.
3. Aid the intern 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 intern'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 intern in planning for the initial lessons in each subject area. **Require a detailed lesson plan for each class/subject being taught until the intern 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 intern 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 intern to try various teaching methods and techniques that are consistent with research and best practice.
9. Plan for the intern to assume full teaching responsibility for a period of at least four weeks.
10. Provide the intern 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 intern 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 interruptions in the class,
  - d) Make follow-up suggestions that emphasize the improvement of learning for the class instead of criticizing the intern's performance.
12. Demonstrate good teaching techniques and methods. Help the intern 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 intern is unable to do the required work. This should allow time to correct deficiencies so the intern can have a successful advanced field experience.
15. Complete intern evaluation forms by the dates requested.

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## INTERN'S ACTIVITIES PLANNING GUIDE

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

<p><b>Planning</b></p> <p><input type="checkbox"/> Daily</p> <p><input type="checkbox"/> Weekly</p> <p><input type="checkbox"/> Long Range</p> <p><input type="checkbox"/> Unit</p> <p><b>Units</b></p> <p><input type="checkbox"/> Planned</p> <p><input type="checkbox"/> Taught</p> <p><input type="checkbox"/> Evaluated</p> <p><b>Field Trips</b></p> <p><input type="checkbox"/> Pre-planning</p> <p><input type="checkbox"/> Making the visit</p> <p><input type="checkbox"/> Follow-up teaching</p> <p><b>Technology Used</b></p> <p><input type="checkbox"/> TV/video tapes</p> <p><input type="checkbox"/> Films/film strips</p> <p><input type="checkbox"/> Overhead</p> <p><input type="checkbox"/> Computer</p> <p><input type="checkbox"/> Other</p> <p><b>Materials Used</b></p> <p><input type="checkbox"/> Teacher-made</p> <p><input type="checkbox"/> Used outside material</p> <p><input type="checkbox"/> Used school material</p> <p><input type="checkbox"/> Wise selection of material</p> <p><input type="checkbox"/> Previewed materials before using</p>	<p><b>Routine Tasks</b></p> <p><input type="checkbox"/> Attendance</p> <p><input type="checkbox"/> Room set up</p> <p><input type="checkbox"/> Library or other room resources</p> <p><input type="checkbox"/> Other _____</p> <p><b>Parent Conferences</b></p> <p><input type="checkbox"/> Prepared for</p> <p><input type="checkbox"/> Observed</p> <p><input type="checkbox"/> Took active role</p> <p><input type="checkbox"/> Conducted telephone conference</p> <p><input type="checkbox"/> Wrote note to parents</p> <p><input type="checkbox"/> Other _____</p> <p><b>Curriculum Content Areas</b></p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left; width: 50%;">Observed</th> <th style="text-align: left; width: 50%;">Taught</th> </tr> </thead> <tbody> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> </tbody> </table>	Observed	Taught	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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School Curricular Activities

Resource Personnel

- PTA or PTO
- Open House
- Faculty Activities
- Faculty or Staff Meeting
- Faculty Social Function

Others:

- Clubs
- Athletic Events
- Board Meetings
- Professional Meetings

- 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?

\_\_\_\_\_

\_\_\_\_\_

Pupil Progress Reporting

Evaluation Experiences:

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

Teaching **ABC's** that promote:

- A**ctive learning
- B**loom's mastery learning
- C**ontent mastery
- D**iscovery learning
- E**valuation of instruction
- F**lexibility
- G**ender equity
- H**igher-level thinking
- I**ndividual differences
- J**ournaling for reflection
- K**inesthetic learning
- L**ifelong learning
- M**ultiple intelligences

- N**ew forms of assessment
- O**riginality
- P**roblem society
- Q**uestioning
- R**ead-life application
- S**tudent-centered learning
- T**echnical proficiency
- U**niquely appropriate learning
- V**ariety of responses
- W**orldwide perspective
- (E)x**cellence
- Y**our choice \_\_\_\_\_
- Z**ero tolerance for student failure

# FIVE E LESSON OR UNIT PLAN FORMAT

<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> <li>• Construct a model</li> <li>• Experiment             <ul style="list-style-type: none"> <li>◦ design and/or</li> <li>◦ perform</li> </ul> </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>

# 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: <i>(visual, text, hands-on, media, technology)</i>	0	1	2	3	4 5
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 <i>(i.e. anticipatory set, connect to prior learning)</i>	0	1	2	3	4 5
3. Instructional Lessons <i>(with objectives, procedures, materials)</i>	0	1	2	3	4 5
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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# EVALUATION

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## **Evaluation Conferences:**

To insure full benefits from the supervised Advanced Field Practicum experience, the intern, school and university field coordinator should hold conferences frequently throughout the assignment. Conferences help to establish rapport, maintain good working relationships, and prevent the compounding of minor difficulties frequently caused by misunderstandings or lack of communication. Conferences provide a means for continuous evaluation. Informal conferences between the teaching intern and the mentor teacher are held as needed. Formal conferences are scheduled regularly and have a planned agenda. They provide the opportunity for discussion about observed strengths as well as observed weaknesses with specific suggestions for improvement.

- Initial conference: At the beginning of the semester, the university field coordinator will visit with the mentor teacher and teaching intern to discuss the Advanced Field Practicum and the responsibilities of all participants.
- Mid-semester conference: The university field coordinator will meet individually or jointly with the mentor teacher and the intern to discuss the mid-semester evaluation of the intern.
- Final conference: The university field coordinator will meet with the mentor teacher and with the intern to discuss the performance of the intern.

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

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 teaching interns are evaluated throughout the Advanced Field Practicum with evaluative instruments provided by the College of Education.

- The mid-term evaluation is formative and one should be completed by the university field coordinator, mentor teacher, and the intern. It should discuss the intern's progress by focusing on areas of strengths and weaknesses observed during the initial weeks of practicum. The university field coordinator will also confer with the intern 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 intern with indicators of progress he/she is making in addressing weaknesses.
- The final evaluation is summative and serves as a report of the intern's achievements at the culmination of his/her Advanced Field Practicum assignment. The university field coordinator will assign the grade after consultation with the mentor teacher and intern. The final evaluation should be submitted to the university field coordinator at the final evaluation meeting.
- Advanced Field Practicum References: The Family Rights and Privacy Act allow students to select contributions for their placement files. Both the mentor teacher and the university field coordinator complete final written evaluations. Typically, these are placed in the intern's Career Services placement file. However, an intern may request that this not be done.
- Grade Report Standards: The university field coordinator will provide criteria to be used in determining the intern's final grade. Interns must earn a B- or better and have positive recommendations in professional fieldwork courses in order to be recommended for teacher certification.



**FALL MIDTERM INTERN EVALUATION FORM  
GRADUATE TEACHER CERTIFICATION PROGRAM  
COLLEGE OF EDUCATION**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions:** Please write a paragraph reflecting on the progress of the GTC intern. The purpose of the evaluation is to provide the student with specific information about his/her progress to date. The following categories of teacher performance are suggested for comments. Rank using 1-4, with 4 being the highest.

- \_\_\_\_ 1. Planning and preparation-*using knowledge to analyze situations, address problems and reflect on outcomes.*
- \_\_\_\_ 2. The classroom environment - *promotes caring and concern for others.*
- \_\_\_\_ 3. Instruction- *knows and understands content and pedagogy.*
- \_\_\_\_ 4. Professional responsibilities - *fosters relationships with school, community, and the profession.*

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**Comments:**

**PRACTICUM STUDENT EVALUATION FORM**



Name: \_\_\_\_\_ School/District: \_\_\_\_\_  
 Date: \_\_\_\_\_ Completed by: \_\_\_\_\_

**Levels of Performance**

**3 = Target (Distinguished)** – Practicum students at this level have **mastered** concepts. Their classrooms are a community of learners where students are highly motivated and engaged and assume responsibility for their own learning.

**2 = Proficient (Acceptable)**– The practicum student **clearly understands** the concepts underlying the components and implements it well.

**1= Not Yet Met (Progressing)** – The practicum student **appears to understand** the concepts underlying the component and attempts to implement its elements. But implementation is sporadic, intermittent, or otherwise not entirely successful. Additional work is needed before the practicum student will be proficient in this area.

**0 = Unsatisfactory** – The practicum student **does not yet appear to understand** the concepts underlying the component.

**N/A = Not Applicable** – Unable to be observed.

Midterm				Final				Domains
3	2	1	N/A	3	2	1	N/A	
								<b>Domain 1 – Planning and Preparation</b>
○	○	○	○	○	○	○	○	1a. Demonstrating knowledge of content and pedagogy.
○	○	○	○	○	○	○	○	1b. Demonstrating knowledge of students.
○	○	○	○	○	○	○	○	1c. Selecting Instructional goals.
○	○	○	○	○	○	○	○	1d. Demonstrating knowledge of resources.
○	○	○	○	○	○	○	○	1e. Designing coherent instruction.
○	○	○	○	○	○	○	○	1f. Assessing student learning.
								<b>Domain 2 – The Classroom Environment</b>
○	○	○	○	○	○	○	○	2a. Creating an environment of respect and rapport.
○	○	○	○	○	○	○	○	2b. Establishing a culture for learning.
○	○	○	○	○	○	○	○	2c. Managing classroom procedures.
○	○	○	○	○	○	○	○	2d. Managing student behavior.
○	○	○	○	○	○	○	○	2e. Organizing physical space.
								<b>Domain 3 – Instruction</b>
○	○	○	○	○	○	○	○	3a. Communicating clearly and accurately.
○	○	○	○	○	○	○	○	3b. Using questioning and discussion techniques.
○	○	○	○	○	○	○	○	3c. Engaging students in learning.
○	○	○	○	○	○	○	○	3d. Providing feedback to students.
○	○	○	○	○	○	○	○	3e. Demonstrating flexibility and responsiveness.
								<b>Domain 4 – Professional Responsibilities</b>
○	○	○	○	○	○	○	○	4a. Reflecting on teaching.
○	○	○	○	○	○	○	○	4b. Maintaining accurate records.
○	○	○	○	○	○	○	○	4c. Communicating with families.
○	○	○	○	○	○	○	○	4d. Growing and developing professionally.
○	○	○	○	○	○	○	○	4e. Contributing to the school and district.
○	○	○	○	○	○	○	○	4f. Showing professionalism.

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Indicators of Competencies**

\* = Half Time Practicum + = Full Time Practicum

Use the following indicators from Danielson's Enhancing Professional Practice to assess progress.

## **DOMAIN 1 – PLANNING AND PREPARATION**

### **(1a) Demonstrating Knowledge of Content and Pedagogy**

1. \* Demonstrated breadth of knowledge, appeared well informed, and relayed facts and information accurately.
2. + Demonstrated knowledge of the use of appropriate teaching strategies and methods.
3. + Demonstrated ability to integrate subject areas.

### **(1b) Demonstrating Knowledge of Students**

1. + Introduced new concepts using prior knowledge of pupils and provided opportunities for practice.
2. \*+ Demonstrated a sensitivity to and understanding of multicultural, environmental, and gender issues.

### **(1c) Selecting Instructional Goals**

1. \* Reviewed Michigan Curriculum Framework for benchmark standards.
2. \* Reviewed district curriculum guides and grade level standards.
3. \*+ Prepared long range goals and objectives for units taught to meet curriculum standards.
4. + Prepared daily objectives and lesson plans based on grade level standards at least one week in advance.

### **(1d) Demonstrating Knowledge of Resources**

1. + Selected and created instructional materials using a variety of media technologies.
2. \*+ Demonstrated computer knowledge and utilized technology as an integral part of the instructional process.

### **(1e) Designing Coherent Instruction**

1. \*+ Presented lessons and assignments clearly.
2. \*+ Presented specific student objectives.
3. \*+ Developed student activities to match objectives.

### **(1f) Assessing Student Learning**

1. \*+ Used a variety of formal and informal assessment techniques to evaluate student progress.
2. \* Cognizant of Michigan Education Assessment Program (MEAP) expectations.
3. + Aligned assessments to objectives.

## **DOMAIN 2 – THE CLASSROOM ENVIRONMENT**

### **(2a) Creating an Environment of Respect and Rapport**

1. \*+ Exhibited respect and sensitivity to needs and feelings of others.
2. \*+ Listened attentively and empathetically to others.

### **(2b) Establishing a Culture for Learning**

1. + Established and maintained a safe, positive classroom environment.
2. + Maintained high and appropriate expectations, equitable treatment, and fostered self-esteem for pupils regardless of races, cultures, and genders.

### **(2c) Managing Classroom Procedures**

1. + Organized routines and procedures which promoted greater time on task.
2. \* Assisted pupils in making smooth transitions between activities.

### **(2d) Managing Student Behavior**

1. + Demonstrated appropriate classroom management and disciplinary techniques to ensure a safe and orderly environment conducive to learning.

### **(2e) Organizing Physical Space**

## **DOMAIN 3 - INSTRUCTION**

### **(3a) Communicating Clearly and Accurately**

1. \*+ Communicated effectively through verbal and non-verbal means.
2. \*+ Spoke clearly using conventional grammar, diction, volume, and pacing.
3. \*+ Wrote clearly using conventional grammar, spelling, and penmanship style.

### **3b) Using Questioning and Discussion Techniques**

1. + Used knowledge of research-based questioning skills.
2. + Provided experiences which develop critical and creative thinkers.
3. + Demonstrated proficiency in leading large group instruction.
4. \*+ Demonstrated proficiency in leading small group instruction.

### **(3c) Engaging Students in Learning**

1. + Provided opportunities for differences in learning styles and multiple intelligences.
2. + Used a variety of methods appropriate to the level of the students in the class, including cooperative learning strategies, hands-on activities, simulations, etc.
3. + Provided for active pupil participation individually and cooperatively.
4. \*+ Motivated pupils in a lively and interesting manner.

### **(3d) Providing Feedback to Students**

1. \*+ Shared lesson expectations with students.
2. \*+ Provided feedback during instructional activities.
3. \*+ Gave feedback on student assignments, projects, and performances.

### **(3e) Demonstrating Flexibility and Responsiveness**

1. + Recognized pupil disinterest and adjusted teacher behavior.
2. + Modified instruction based on assessment diagnosis and evaluation of pupil progress.
3. + Demonstrated qualities of flexibility, adaptability, and organization.

## **DOMAIN 4 – PROFESSIONAL RESPONSIBILITY**

### **(4a) Reflecting on Teaching**

1. \*+ Evaluated self realistically, sought ways to improve, and set personal and professional goals.
2. \*+ Demonstrated appropriate personal adjustment, stress management, and remained routinely healthy and energetic.
3. \*+ Conveyed a sense of satisfaction about a his/her decision to become a teacher, and displayed a genuine love of teaching.

### **(4b) Maintaining Accurate Records**

1. + Maintained lesson and unit plans so they could be used by others.
2. \*+ Prepared handouts, tests, rubrics in advance so others could use them.
3. + Maintained records of student performance in grade books, portfolios, or electronically.
4. \*+ Maintained attendance records and other records accurately.

### **(4c) Communicating with Families**

1. \*+ Established and maintained on-going and effective communication with parents (i.e. newsletters, phone calls, notes home, etc.)
2. Attended open houses (\*+) and conferences (+)

### **(4d) Growing and Developing Professionally**

1. \*+ Remained receptive to suggestions for increased effectiveness.
2. \*+ Sought opportunities for continuous improvement of skills.
3. \*+ Relayed a sense of enthusiasm for learning.

### **(4e) Contributing to the School and District**

1. \*+ Established rapport and collaboration with peers and extended school staff.
2. \*+ Accepted the legal and ethical responsibilities of teaching.
3. \*+ Followed district and school policies.

### **(4f) Showing Professionalism**

1. \*+ Served as an appropriate role model for pupils.
2. \*+ Demonstrated dependability and punctuality.
3. \*+ Exhibited industriousness and initiative.
4. \*+ Demonstrated honesty and integrity.
5. \*+ Demonstrated appropriate humor and tact.

## **Rubric Guidelines for Assessing Teaching**

### **DOMAIN 1: PLANNING AND PREPARATION**

**Component 1a: Demonstrating Knowledge of Content and Pedagogy**

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
<b>Knowledge of Content; Prerequisite Relationships and Content Related Pedagogy</b>	Candidate makes content knowledge errors, has little understanding of pedagogical knowledge and the importance of prerequisite knowledge that students need in order to learn.	Candidate displays basic content and pedagogical knowledge and has a limited awareness of prerequisite knowledge and does not anticipate student misconceptions.	Candidate displays solid understanding of content knowledge, best practices that are research based, and plans practice that reflects an understanding of student prerequisite knowledge, but may not anticipate student misconceptions of the knowledge.	Candidate displays extensive content knowledge, continual search for best practice and anticipates student misunderstandings and misconceptions.

**Component 1b: Demonstrating Knowledge of Students**

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
<b>Knowledge of Characteristics of Age Group, Varied Approaches to Learning; Students' Skills and Knowledge; and Students' Interests and Cultural Heritage</b>	Candidate displays minimal knowledge of developmental characteristics of age group, is unfamiliar with the different instructional approaches, has little knowledge of students' skills and knowledge, interests, or cultural heritage and does not use knowledge in planning instruction.	Candidate displays general accurate knowledge of developmental characteristics of age group, general understanding of the different instructional approaches, recognizes the value of understanding student interests or cultural heritage, but only plans at the whole class level.	Candidate displays full understanding of age group developmental characteristics, solid understanding of varied instructional approaches, interest, cultural heritage and uses this information in planning for groups of students, but doesn't meet individual needs	Candidate uses knowledge of age group developmental characteristics, varied instructional approaches, interest and cultural heritage in planning instruction that meets individual student learning needs.

**Component 1c: Selecting Instructional Goals**

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
<b>Value and Clarity</b>	Instructional goals are not valuable, unsuitable, and have low expectations or no conceptual understanding of student learning. They are imprecise, unclear, not viably measurable, are often stated as student activities, and reflect a single type of learning.	Instructional goals are moderately valuable in expectations, conceptual learning and student understanding. Some are unclear, imprecise and not adequately measurable. Most are suitable for most students. Goals reflect multiple types of learning, but they are not integrated.	Most instructional goals are clear and valuable in their level of expectations, conceptual understanding and level of learning. Most are measurable, address most students' needs, involve few activities and have some differentiated instruction.	Instructional goals are not only clear, measurable and related to curriculum standards, but are valuable and reflect high expectations while addressing the individual needs of students through differentiated instruction.

**Component 1d: Demonstrating Knowledge of Resources**

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
<b>Resources for Teaching and for Students</b>	Candidate is unaware of or uses resources available through the school or district for instruction or student resources.	Candidate displays limited awareness of or uses resources available through the school or district for instruction or student resources.	Candidate is aware of school and district resources for both teachers and students, knows how to make access to these resources and uses of them regularly in the classroom for instruction and student resources.	Candidate is aware of school and district resources for both teachers and students, knows how to access them and use them, but also actively seeks and uses outside community resources and materials to enhance instruction and provide resources for students.

**Component 1e: Designing Coherent Instruction**

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
<b>Learning Activities; Instructional Materials and Resources, Instructional Groups; and Lesson and Unit Structure</b>	Activities and materials are not suitable to and supportive of instructional goals or engage students in meaningful learning. Progression of activities lack organization. Instructional groups are unsupportive of instructional goals. Lesson structure is not defined and time allocations are unrealistic.	Some activities and materials are suitable and supportive of instructional goals. Progression of activities is uneven and some students are engaged in meaningful learning. Some instructional groups are unsuited to instructional goals. Differentiated instructional goals are minimal. Lesson structure is recognizable, but not uniformly maintained. Most time allocations are suitable.	Most activities and materials are suitable to and supportive of instructional goals. Progression of activity is fairly even and most students are engaged in meaningful learning. Varied instructional groups reflect differentiated instructional goals. Lesson structure is clear for activity organization. Time allocations are reasonable.	Activities are highly relevant, progress coherently in a unified manner, and support instructional goals. They engage most students in meaningful learning and include varied instructional groups to reflect differentiated goals. Lesson structure clearly reflects pathways to student needs.

**Component 1f: Assessing Student Learning**

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
<b>Congruence with Instructional Goals, Criteria and Standards; and Use in Planning</b>	Candidate displays lack of understanding the congruency between instructional goals and assessment content and methods such that the proposed assessment approaches contain no clear criteria or standards and there is no communication to students of assessments, and results are only minimally used for future planning.	Candidate displays the ability to assess some but not all of the proposed instructional goals through basic assessment approaches, the assessment criteria and standards have been developed but are not clear or are not clearly communicated to students, and results are used to plan for whole class instruction.	Candidates display the ability to nominally assess student learning through a variety of assessments even though the approach is more suitable to some goals than to others; the assessment criteria and standards are clear and have been clearly communicated to students; and the teacher uses the results to plan for individual and small group instruction.	Candidate displays extensive ability to create assessments that are congruent with instructional goals both in content and process, clearly communicate the assessment approach to students, gather student contributions to the assessment approach, and provide student feedback of how they have met the standards so that students participate in planning the next steps in learning.

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

**Component 2a: Creating an Environment of Respect and Rapport**

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
<b>Teacher Interaction with Students</b>	Candidate interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for candidate.	Candidate-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for candidate.	Candidate-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for candidate.	Candidate demonstrates genuine caring and respect for individual students. Students exhibit respect for candidate as an individual, beyond that for the role.
<b>Student Interaction</b>	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.

**Component 2b: Establishing a Culture for Learning**

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
<b>Importance of the Content</b>	Candidate or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Candidate conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Because Candidate conveys genuine enthusiasm for the subject, students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
<b>Student Pride in Work</b>	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimally accept the responsibility to "do good work" but invest little of their energy in the quality of the work.	Students accept candidate insistence of work of high quality and demonstrate pride in their work.	Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.
<b>Expectations for Learning and Achievement</b>	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and candidate establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.

**2c: Managing Classroom Procedures**

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
<b>Management of Instructional Groups and Transitions</b>	Students not working with the candidate are not productively engaged in learning and much time is lost during transitions.	Tasks for group work are partially organized, resulting in some off-task behavior when candidate is involved with one group and transitions are sporadically efficient, resulting in some loss of instructional time.	Tasks for group work are organized, and groups are managed so most students are engaged most of the times and transitions occur smoothly, with little loss of instructional time.	Groups working independently are productively engaged with all students assuming responsibility and transitions are seamless, with students assuming some responsibility for efficient operation.
<b>Management of Materials and Supplies</b>	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility.
<b>Performance of Non-instructional Duties</b>	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of time.	Systems for performing non-instructional duties are well established, with students assuming responsibility.

**Component 2d: Managing Student Behavior**

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
<b>Expectations and Monitoring of Student Behavior</b>	No standards of conduct appear to have been established and student behavior is not monitored, and the candidate is unaware of what students are doing.	Standards of conduct appear to have been established for most situations and the candidate is generally aware of student behavior.	Standards of conduct are clear to all students and candidate is alert to student behavior at all times.	Standards of conduct are clear to all students and monitoring by candidate is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.

<b>Response to Student Misbehavior</b>	Candidate does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Candidate attempts to respond to student misbehavior but with uneven results, or no serious disruptive behaviors occur.	Candidate response to misbehavior is appropriate, successful respects student dignity; or, student behavior is generally appropriate.	Candidate response to misbehavior is highly effective, sensitive to student needs; or, student behavior is entirely appropriate.
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**Component 2e: Organizing Physical Space**

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
<b>Safety and Arrangement of Furniture</b>	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and furniture is adjusted for lessons, but with limited success.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe; both candidate and students may adjust the furniture to advance learning.
<b>Accessibility to Learning and Use of Physical Resources</b>	Candidate uses physical resources poorly, or learning is not accessible to some students.	Candidate uses physical resources adequately; at least essential learning is accessible to all students.	Candidate uses physical resources skillfully, and all learning is equally accessible to all students.	Candidate and students use physical resources optimally, and students ensure that all learning is accessible to all students.

**DOMAIN 3: INSTRUCTION**

**Component 3a: Communicating Clearly and Accurately**

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
<b>Directions and Procedures</b>	Candidate directions and procedures are confusing to students.	Candidate directions and procedures are clarified after initial student confusion or are excessively detailed.	Candidate directions and procedures are clear to students and contain an appropriate level of detail.	Candidate directions and procedures are clear to students and anticipate possible student misunderstanding.
<b>Oral and Written Language</b>	Candidate's spoken language is inaudible, or written language is illegible. Spoke or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Candidate's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Candidate's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Candidate's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

**Component 3b: Using Questioning and Discussion Techniques**

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
<b>Quality of Questions, Discussion Techniques and Student Participation</b>	Candidate's questions are virtually all of poor quality and interaction between candidate and students is predominately recitation style with only a few students participating in the discussion.	Candidate's questions are a combination of low and high quality. Candidate attempts to engage all students in the discussion, but with only limited success.	Most of candidate's questions are of high quality, classroom represents true discussion and candidate successfully engages most students in the discussion.	Candidate's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions and assume considerable responsibility for the success of the discussion by ensuring that all voices are heard in the discussion

**Component 3c: Engaging Students in Learning**

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
<b>Representation of Content</b>	Representation of content is inappropriate and unclear or uses poor examples and analogies.	Representation of content is inconsistent in quality: Some is done skillfully, with good examples; other portions are difficult to follow.	Representation of content is appropriate and links well with students' knowledge and experience.	Representation of content is appropriate, links well with students' knowledge, experience. Students contribute to representation of content.
<b>Activities, Assignments, Instructional Materials and Resources</b>	Activities, assignments, instructional materials, and resources are inappropriate for students in terms of their age or backgrounds and are unsuitable to instructional goals. Do not engage students mentally.	Some activities, assignments, instructional materials, and resources are appropriate to students and the instructional goals. Students' mental engagement is moderate.	Most activities, assignments, instructional materials and resources are appropriate to students and the instructional goals. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities, assignments, instructional materials and resources. Students initiate or adapt activities and projects and/or initiate choice/creation of materials.
<b>Grouping of Students</b>	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the goals of the lesson. Students take the initiative to influence groups for better understanding.
<b>Structure and Pacing</b>	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

**Component 3d: Providing Feedback to Students**

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
<b>Quality: Specific, Accurate, Substantive, Constructive and Timeliness</b>	Feedback is either not provided or is of uniformly poor quality and not provided in a timely manner.	Feedback is inconsistent, as is its timeliness. Some high quality elements are present; others are not.	Feedback is consistently high quality and given in a consistently timely manner.	Feedback is consistently high quality and given in a consistently timely manner. Provision is made for students to use feedback in learning.

**Component 3e: Demonstrating Flexibility and Responsiveness**

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
<b>Lesson Adjustment</b>	Candidate adheres rigidly to plan, even when a change will improve a lesson.	Candidate attempts to adjust a lesson, with mixed results.	Candidate makes a minor, and smooth adjustment to a lesson.	Candidate successfully makes a major adjustment to a lesson.
<b>Persistent Response to Students</b>	Candidate ignores or brushes aside students' questions or interests and when a student has difficulty learning, the teacher gives up or blames the student or environment for the lack of success.	Candidate attempts to accommodate student questions or interests and accepts responsibility for the success of all but has a limited repertoire of strategies to use.	Candidate successfully accommodates students' questions or interests and persists in helping students who have difficulty learning, possessing a moderate repertoire of strategies.	Candidate seizes a major opportunity to enhance learning, building on a spontaneous event and persists in helping students who have difficulty; possesses extensive repertoire of strategies and resources.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

**Component 4a: Reflecting on Teaching**

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
<b>Accuracy and Use in Future Teaching</b>	Candidate does not know if a lesson was effective and has no suggestions for how a lesson may be improved.	Candidate has a generally accurate impression of a lesson's effectiveness and makes general suggestions about how a lesson may be improved	Candidate makes an accurate assessment of a lesson's effectiveness and makes a few specific suggestions of what s/he may try another time.	Candidate makes a thoughtful and accurate assessment of a lesson's effectiveness, and offers specific alternatives.

**Component 4b: Maintaining Accurate Records**

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
<b>Student Completion of Assignments and Progress in Learning</b>	Candidate's system for maintaining information on student completion of assignments and on student progress in learning is in disarray, or is inaccurate.	Candidate's system for maintaining information on assignments and on student progress is rudimentary and only partially effective.	Candidate's system for maintaining information on student completion of assignments and on student progress in learning is fully effective.	Candidate's system for maintaining information on student completion of assignments and on student progress is fully effective. Students may participate in the maintenance and/or interpretation of records.

**Component 4c: Communicating with Families**

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
<b>Information about the Instructional Program, Individual Students and Engagement of Families</b>	Candidate provides minimal information about the instructional program to parents/families; does not respond or responds insensitively to parents; and makes no attempt to engage families in the instructional program.	Candidate participates in the school's activities for parent communication. Responses to parent concerns are minimal and attempts to engage families in the instructional program are modest and inconsistently successful.	Candidate provides frequent information to parents about the instructional program and students' progress. Candidate is available to respond to parent concerns and makes efforts to engage families in the instructional program are frequent and successful.	Candidate provides frequent and appropriate information to parents concerning the program and the positive or negative aspects of students' progress. Students participate in preparing materials and contribute ideas that will be enhanced by family participation.

**Component 4d: Growing and Developing Professionally**

ELEMENT	(0) UNSATISFACTORY	(1) PROGRESSING	(2) PROFICIENT	(3) DISTINGUISHED
<b>Enhancing of Content Knowledge and Pedagogical Skill</b>	Candidate engages in no professional development activities to enhance knowledge or skill.	Candidate participates in professional activities to a limited extent when they are convenient.	Candidate seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Candidate seeks out opportunities for professional development, makes a systematic attempt to conduct action research in his classroom.
<b>Service to the Profession</b>	Candidate makes no effort to share knowledge with others or to assume professional responsibilities.	Candidate finds limited ways to contribute to the profession.	Candidate participates actively in assisting other educators.	Candidate initiates ways to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.

**Component 4e: Contributing to the School and District**

<b>ELEMENT</b>	<b>(0) UNSATISFACTORY</b>	<b>(1) PROGRESSING</b>	<b>(2) PROFICIENT</b>	<b>(3) DISTINGUISHED</b>
<b>Relationships with Colleagues</b>	Candidate’s relationships with colleagues are negative or self-serving.	Candidate maintains cordial relationship with colleagues to fulfill the duties the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Candidate takes initiative in assuming leadership among the faculty.
<b>Service to the School and Participation in School and District Projects</b>	Candidate avoids becoming involved in school events and school/district projects.	Candidate participates in school events and school/district projects when specifically asked.	Candidate volunteers to participate in school events and school/district projects, making a substantial contribution.	Candidate volunteers to participate in school events and school/district projects, makes a substantial contribution, and assumes a leadership role in some aspect of school.

**Component 4f: Showing Professionalism**

<b>ELEMENT</b>	<b>(0) UNSATISFACTORY</b>	<b>(1) PROGRESSING</b>	<b>(2) PROFICIENT</b>	<b>(3) DISTINGUISHED</b>
<b>Service to Students and Advocacy</b>	Candidate is not alert to student’s needs and contributes to school practices that result in some students being ill served by the school.	Candidate attempts to serve students are inconsistent and does not knowingly contribute to some students being ill served by the school.	Candidate is moderately active in serving students and works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Candidate is highly proactive in serving students and helps ensure that all students are honored, particularly those traditionally underserved, including challenging negative attitudes.
<b>Decision Making</b>	Candidate makes decisions based on self-serving interests.	Candidate’s decisions are based on limited though genuinely professional consideration.	Candidate maintains open mind and participates in team or departmental decision-making.	Candidate takes leadership role in team/department decision-making; helps ensure that decisions are based on the highest professional standards.



**GRADUATE TEACHER CERTIFICATION PROGRAM**  
**INTERN EVALUATION**  
*For Career Services Credentials*

**Please type**

Name of Intern: \_\_\_\_\_ Date of Internship: (months) \_\_\_\_\_ Year: \_\_\_\_\_

School District: \_\_\_\_\_ Building: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_

Briefly describe the type of setting (such as a self-contained classroom, levels, subjects, etc.).

Suggested points of discussion: 1) instructional planning, 2) classroom management, 3) command of subject, 4) overall potential to be an effective teacher (includes personal and social qualities such as scholarship, ability to work with others, and professionalism).

Name of Evaluator: *(please print)* \_\_\_\_\_

Signature of

Evaluator: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

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## PROGRAM POLICIES

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See the Grand Valley State University Catalog for additional relevant policy.

### **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. Students 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 an intern, he or she will be given another placement opportunity. If the intern 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 practicum schedule will include a minimum of 300 hours. The second semester practicum is a full-time semester experience. Teaching Interns are required to fulfill a 15-19 week, 600-hour requirement.

**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 field site personnel, GTC faculty, and university field coordinators. The GTC faculty and/or university field coordinator will make any alternate arrangements.

### **Code of Conduct for Teaching Interns**

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

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

**Professional Conduct:** Grand Valley State University teaching interns 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, interns should be guided by the dress code of their assigned school.

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

**Outside Activities Of Teaching Interns:** The primary responsibility of the teaching intern is the instructional experience. Interns are urged not to have out-of-school employment or enroll in additional course work during the Advanced Field Practicum. Special responsibilities of the Advanced Field Practicum situation (e.g.,

coaching athletics after school) should be closely monitored so that such activities do not interfere with instructional responsibilities of the practicum assignment.

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

**Substitute Teaching:** Interns may substitute three (3) times for the mentor teacher during the semester of the Winter Internship. Interns may substitute up to 3 times during the first semester of internship only by permission of the university field coordinator.

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

**Liability:** Grand Valley State University carries liability insurance for teaching interns 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 intern evaluation instruments.

**Monitoring:** Teaching interns whose performance is unsatisfactory will be given an opportunity to correct and adjust their behavior with a plan for improvement. The plan states the problem(s) and outlines procedures and timelines for correction. It may be the decision of the university field coordinator 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.

**Dismissal:** Dismissal of an intern by school district personnel may result in immediate removal from the field and may result in removal from the program. Teaching interns may be dismissed for any of the following:

- Failing to meet any of the established Advanced Field Practicum 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.

# REFERRAL FORM FOR STUDENT IMPROVEMENT

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

**Return to: GTC Coordinator, 301 W. Fulton, Suite 920, 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>Domain 1: Planning and Preparation</b>	1.1 _____ Knowledge of content and pedagogy
<b>Domain 2: Classroom Environment</b>	2.1 _____ Managing classroom procedures 2.2 _____ Managing student behavior 2.3 _____ Creating an environment of respect and rapport
<b>Domain 3: Instruction</b>	3.1 _____ Clear and accurate communication skills related to instruction _____ verbal _____ written
<b>Domain 4: Professional Responsibilities</b>	4.1 Professional Relationships With: _____ peers _____ students _____ parents _____ mentor teacher _____ school staff _____ principal _____ faculty Skills: _____ self-control _____ judgment/tactful _____ tolerance _____ sensitive to all students _____ flexibility _____ energetic _____ maturity _____ positive attitude _____ inappropriate behavior _____ 4.2 Professional Responsibilities _____ student advocacy _____ meeting obligations _____ appearance/dress _____ reliability/dependability _____ organization _____ desire to improve _____ persistence _____ responsive to feedback _____ approach to at-risk students _____ 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 7-12

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 intern'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 intern 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 intern stating that he or she is eligible for certification. The Provisional Certificate is issued for five years. Interns 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 intern during the winter semester. Courses can be no older than 8 years to apply to the master’s program.