



**COLLEGE OF EDUCATION
AND COMMUNITY
INNOVATION**

GRAND VALLEY STATE UNIVERSITY®

Secondary Education

Teacher Apprenticeship Handbook

Academic Year 2025–2026

College of Education and Community Innovation's Mission

Educating leaders and professionals to engage, enrich, and transform communities.

Teacher Preparation Program Guiding Principles

"Teaching, Leading, and Learning in a Democratic Society"

Vision: We believe that schools function as social and political entities as well as for the growth of individuals.

Philosophy: We prepare Teacher Candidates to a) enhance the academic and personal potential of their students; b) establish policies and practices that promote democratic education; and c) evaluate the social and ethical implications of educational policies and practices.

Mission: Our teacher preparation programs are guided by the mission, "Teaching, Leading, and Learning in a Democratic Society." We value the following ideals in our Teacher Candidates, faculty, and relationships with the larger communities that we serve:

- **Expertise** to guide our practice;
- **Equity** to guide our interactions;
- **Liberal Education** to guide our perspectives; and
- **Social Responsibility** to guide our commitment to democratic education.

Grand Valley State University

College of Education and Community Innovation
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Initial Certification Information and Questions:

Office of Certification and Accreditation
401C DEV
(616) 331-6650

<http://www.gvsu.edu/education>

Teacher Preparation Programs at Grand Valley State University

This handbook outlines the roles and responsibilities of key stakeholders involved in preparing Teacher Candidates, including Mentor Teachers, Clinical Instructors, and Administrators. It also details the general expectations, experiences, and responsibilities of the program.

Throughout the year, Teacher Candidates will have multiple opportunities for both personal and professional growth. Each semester is designed to help Teacher Candidates connect educational theory with classroom practice while building the foundational skills needed to become effective Novice Teachers.

Mentor Teachers, Clinical Instructors, and Faculty collaborate closely with Teacher Candidates to develop essential professional skills and competencies. The journey to becoming a teacher is rigorous, but the knowledge, experiences, and guidance gained through this program lay a strong foundation for future success.

Teacher preparation is a collaborative effort. We hope that every stakeholder finds purpose, value, and reward in this shared partnership.

Michigan Educator Code of Conduct

The [Michigan Code of Educational Ethics](#) outlines key principles to support best practices, thoughtful decision-making, and ongoing self-reflection for educators. It is built on five core responsibilities:

1. Responsibility to the Profession
2. Responsibility for Professional Competence
3. Responsibility to Students
4. Responsibility to the School Community
5. Responsible and Ethical Use of Technology

These principles serve as a foundation for GVSU's Teacher Preparation Programs, guiding the professional conduct and development of future educators.

Collaborative District Partnerships

GVSU is proud to partner with PK–12 schools in preparing future educators. The involvement of PK–12 personnel plays a vital role in the professional growth and development of our Teacher Candidates. Through collaboration with GVSU and the College of Education and Community Innovation (CECI), school personnel help ensure that Teacher Candidates have meaningful and positive teaching experiences by:

- Assigning Mentor Teachers who exemplify professionalism and effective teaching
- Supporting the integration of educational theory with classroom practice
- Providing opportunities to explore the purpose and impact of various educational practices
- Encouraging participation in a wide range of school activities
- Helping Teacher Candidates understand the roles and responsibilities of school staff
- Participating in site-based action research led by Teacher Candidates
- Sharing feedback with CECI to support program improvement and ongoing partnerships
- Creating a welcoming and inclusive environment at the placement site.

Definition of Terms

The following terms are often used by the Michigan Department of Education (MDE), Grand Valley State University (GVSU), and educational professions. These terms are referenced throughout the handbook. Definitions are provided for clarification.

Blackboard (Bb): This is a Learning Management System (LMS) that Grand Valley State University uses to support teaching and learning. Bb allows for faculty to provide content to Teacher Candidates in a central location, communicate with students quickly, and provide grade information in an electronic format. Bb is also used to gather and store Teacher Candidate assessments within GVSU's Teacher Preparation Programs.

Clinical Field Experience(s): Clinical field experiences for Teacher Candidates occur across two semesters, the Teacher Apprenticeship and the Teacher Internship. GVSU requires a *minimum* of 900 clinical hours to be incorporated across both clinical experiences and works with local PK-12 partners to secure appropriate clinical experiences for Teacher Candidates.

Clinical Instructor (CI): A Clinical Instructor is a university-trained observer of teacher performance and serves as a liaison between GVSU and PK-12 schools. Clinical Instructors work closely with Teacher Candidates as they advance in the clinical field experiences, as Clinical Instructors conduct site visits, observe and evaluate Teacher Candidate performance, and provide guidance and support throughout the clinical field experience.

College of Education and Community Innovation (CECI): We are the first academic college in the nation to unite the transformative power of education, social work, criminology, philanthropy, and legal studies with the community engagement of hospitality, health, nonprofit, and public management and policy. To learn more about our college, go to <https://www.gvsu.edu/ceci/>

College of Education and Community Innovation (CECI) Clinical Instructor (CI): A CECI Clinical Instructor is an observer of teacher performance and serves as a liaison between GVSU and PK-12 schools. CECI-assigned Clinical Instructors work closely with Teacher Candidates as they advance in the clinical field experiences, as CECI Clinical Instructors conduct site visits, observe and evaluate Teacher Candidate pedagogical knowledge and skills, and teach seminars. CECI Clinical Instructors work with Disciplinary Content Clinical Instructors to provide guidance and support throughout the clinical field experience.

Core Teaching Practices (CTPs): CTPs are research-based practices that all Teacher Candidates are expected to develop, practice, and demonstrate within their clinical field experiences, regardless of grade band or content area. Also known as high-leverage practices (HLPs), these practices are fundamental skills and competencies to support students in learning content.

Council for Accreditation of Education Preparation (CAEP): A professional accreditor that is used to review colleges and programs that prepare teachers and educators. When a college or program is accredited, it has demonstrated that it meets

the standards set forth by the organizations representing the profession. To maintain accreditation, the college must be reviewed on a regular basis – typically every 7-10 years.

Danielson Framework for Teaching: Is used as an assessment tool within GVSU's Teacher Preparation Programs to document and evaluate the Teacher Candidate's ability for planning and preparation, the classroom environment, instruction, and professional responsibilities.

Director of Teacher Education (DTE): The Director of Teacher Education provides support and oversight of the implementation of undergraduate and initial-teacher certification programs. The Director of Teacher Education works with all the stakeholders across GVSU's Teacher Preparation Programs and supports and monitors Teacher Candidates on Remediation Plans.

Disciplinary Content Clinical Instructor (CI): A Disciplinary Content Clinical Instructor is an observer of content-area performance and serves as part of a team of support for our Teacher Candidates. Disciplinary Content Clinical Instructors are faculty from the College of Liberal Arts and Sciences (CLAS) and work closely with Teacher Candidates on content-area instruction. Disciplinary Content Clinical Instructors conduct site visits, observe and evaluate Teacher Candidate content knowledge, instructional methods, and teach seminars. Disciplinary Content Clinical Instructors work with CECI Clinical Instructors to provide guidance and support throughout the clinical field experience.

Final Narrative: A final narrative is an overview and summary of the Teacher Candidate's skills, behaviors, and performance in the clinical field experience at the end of the semester. This document is completed by the Mentor Teacher and Clinical Instructor and provides verification if the Teacher Candidate has successfully completed their clinical field experience.

Foundational Competencies and Critical Teaching Dispositions: Foundational Competencies and Critical Teaching Dispositions are essential for non-academic criteria that are common to all GVSU Teacher Preparation Programs and serve as the basis for professional teaching. They are the baseline expectations that all Teacher Candidates must demonstrate regarding competence and professionalism throughout coursework and all clinical field experiences.

GoReact: A web-based observation tool used to record, analyze, and reflect on Teacher Candidate development and growth. GVSU provides GoReact accounts for all Teacher Candidates.

Improvement Plan: If one or more of the Foundational Competencies, Critical Teaching Dispositions, or areas of the Danielson Framework for Teaching need to be strengthened, the Clinical Instructor and/or University Field Director will assist the Teacher Candidate in creating an Improvement Plan to strengthen the identified areas.

Mentor Teacher (MT): A Mentor Teacher is an experienced, practicing, certified PK-12 classroom teacher that works directly with Teacher Candidates during a clinical field experience. Mentor Teachers are highly skilled teachers who facilitate the development

of instructional and professional practice and evaluate teaching progress during the clinical field experience.

Midterm Evaluation: A Midterm Evaluation is an overview and summary of the Teacher Candidate's skills, behaviors, and performance in the clinical field experience at the midpoint of the semester. This evaluation can be used to determine growth opportunities for the remainder of the semester.

Office of Certification and Accreditation (OCA): The Office of Certification and Accreditation provides central support and information for undergraduate and graduate Education programs. To learn more about the Office of Certification and Accreditation, go to <https://www.gvsu.edu/education/office-of-certification-and-accreditation-253.htm>

Program Director (PD): Each of the teacher preparation programs at GVSU has a Program Director who provides support and oversight of the individual program's curriculum. Program Directors work with the GVSU faculty and staff, the Director of Teacher Education, University Field Directors, as well as Clinical Instructors, and Teacher Candidates. Please see a list of GVSU PDs on page 28 of this handbook.

Remediation Plan: A Remediation Plan is completed when there are continued challenges identified or consequential misconduct within the program of study for GVSU's Teacher Preparation Program. Satisfactory progress on the Remediation Plan is required, as this is the final opportunity for Teacher Candidates to complete the clinical field experience and be eligible to receive initial-teacher certification while a student at GVSU.

Seminar: Seminar is an opportunity for Teacher Candidates to increase their knowledge and demonstrate the competencies developed by GVSU's Teacher Preparation Program, as well as meet entry level standards for Michigan teachers. Teacher Candidates will integrate experience, philosophy, and discipline knowledge with professional practice to meet the guiding principles of the teacher preparation program. Seminar will provide opportunities to reflect and debrief on clinical field experiences.

Standards-Based Lesson Plan: A lesson plan framework that draws from content-area standards and reflects effective instructional design.

Support Plan: A Support Plan may be necessary when a Teacher Candidate is struggling or requests help. A Support Plan will identify the area(s) of concern, and the Mentor Teacher and/or Clinical Instructor will provide guidance and resources to help the Teacher Candidate address the challenge *before* it becomes a problem in the clinical field experience. Additional follow up may or may not be needed, depending on progress.

Teacher Apprentice (TA): A Teacher Apprentice is a Teacher Candidate engaged in the *Teacher Apprenticeship*.

Teacher Apprenticeship: The Teacher Apprenticeship refers to the first of two semesters of a supervised clinical field experience at GVSU and requires working part-time in an appropriately assigned classroom.

Teacher Candidate (TC): A Teacher Candidate is a student who has successfully completed all academic requirements and is approved to engage in the semester-long clinical field experiences.

Teacher Intern (TI): A Teacher Intern is a Teacher Candidate engaged in the *Teacher Internship*.

Teacher Internship: This is the capstone experience for Teacher Candidates. It is an extended, supervised clinical field experience that requires working full-time in an appropriately assigned classroom.

University Field Director (UFD): Each teacher preparation program at GVSU has a University Field Director who oversees the planning and implementation of the Teacher Apprenticeship, Teacher Internship, or other clinical field experiences. University Field Directors work directly with the Director of Teacher Education, Program Director, Clinical Instructors, Mentor Teachers, Teacher Candidates, and other GVSU faculty. Please see a list of GVSU University Field Directors on page 29 of this handbook.

University Field Placement Specialist: Every GVSU education program has a University Placement Field Specialist who oversees the placements of our semester-long clinical field experiences. University Field Placement Specialists work closely with our PK-12 partners and University Field Directors to find appropriate placements for our Teacher Candidates. Please see a list of GVSU Field Placement Specialists on page 29 of this handbook.

Secondary Teacher Preparation Program Overview

The Secondary Teacher Preparation Program prepares Teacher Candidates for initial teacher certification to teach in Michigan secondary schools. The program combines university coursework with hands-on clinical experiences in local PK–12 schools. During the program, Teacher Candidates serve as both Teacher Apprentices and Teacher Interns, working under the guidance of a Mentor Teacher and university-assigned Clinical Instructors.

Coursework

Each semester, Secondary Teacher Candidates complete coursework required for initial teacher certification, with a focus on teaching within their chosen major and/or minor content areas. These courses emphasize the integration of theory and practice, providing foundational knowledge that supports research-based teaching methods. Course delivery is multimodal, including in-person, hybrid, and online formats.

Clinical Experience Field Placements

Secondary Teacher Candidates are required to complete two semester-long clinical experiences at approved placement sites. GVSU Field Placement Specialists coordinate with local PK–12 partners to secure appropriate placements. Teacher Candidates are **NOT** responsible for finding their own placements and will not be placed in schools where they have personal connections—such as with friends, relatives, or schools they previously attended.

All Teacher Apprenticeship placements are arranged within 50 miles of the Pew campus (Grand Rapids). Placement is subject to acceptance by the PK–12 partner and includes an interview with a prospective Mentor Teacher and/or school administrator.

For more information on clinical experience field placements, go to:
<https://www.gvsu.edu/education/undergraduate/education-placement-information-55.htm>

Important Note

Teacher Candidates must follow the academic calendar of their assigned clinical site, which may differ from GVSU's schedule and includes variations in start dates, holidays, spring break, and the end of the school year.

Teacher Apprenticeship

What is the Teacher Apprenticeship?

The Teacher Apprenticeship is the first of two semester-long clinical experiences in the Secondary Teacher Preparation Program. During this phase, the Teacher Apprentice is placed in a school for **14 to 17 weeks**, attending the placement site for the equivalent of **five half-days per week**. In addition to their classroom responsibilities, Teacher Apprentices participate in a weekly seminar and continue working on any required coursework.

GVSU's Teacher Preparation Program requires Teacher Apprentices to complete this semester-long experience before beginning their Teacher Internship. This structure is designed to strengthen pedagogical skills, deepen practical teaching experience, and enhance understanding of the teaching profession. Because Teacher Apprentices have already completed structured classroom observations and prerequisite courses, they are expected to begin taking on instructional responsibilities early in the semester.

Important Note

The 14–17-week duration may vary depending on the program, content area, and school district. Please refer to **Appendix A** for a suggested timeline of Teacher Apprenticeship progress.

Structure of the Teacher Apprenticeship

Teacher Apprentices complete a semester-long placement that includes **a minimum of 300 hours of classroom experience** at an assigned site, with accompanying seminars, and required professional development. During this phase, the Teacher Apprentice is placed in a school for **14 to 17 weeks**, attending the placement site for the equivalent of **twenty hours (20) per week**. The **Teacher Apprenticeship** takes place the semester prior to the **Teacher Internship**.

Schedule Expectations

While Teacher Apprentices typically attend their placement each morning to allow for university courses in the afternoon, the exact schedule should be coordinated collaboratively between the Teacher Apprentice and their Mentor Teacher. If support is needed in arranging this schedule, the Clinical Instructor is available to assist. Teacher Apprentices are expected to follow the daily schedule of their Mentor Teacher and adhere to the school district's calendar, including holidays and breaks—**not** GVSU's academic calendar.

Teacher Apprenticeship Activities

Teacher Apprentices should actively participate in the full range of responsibilities carried out by their Mentor Teacher. In addition to their work in the assigned classroom, when appropriate and time permits, Teacher Apprentices are encouraged to:

- Observe other classrooms
- Attend faculty and staff meetings
- Participate in school and community events
- Co-conduct family-teacher conferences with their Mentor Teacher.

Assuming Responsibility in the Teacher Apprenticeship

Teacher Apprentices enter the Teacher Apprenticeship with diverse backgrounds and experiences, so the pace of progression through different stages will vary. However, all Teacher Apprentices should gradually assume more classroom responsibilities over time. This approach helps reduce frustration and builds confidence as they grow into their roles as new teachers.

Teacher Apprentices should steadily increase their involvement by:

- Actively engaging with the class
- Mentoring individual students
- Preparing instructional materials
- Teaching small groups
- Progressing to teaching larger groups and the whole class

This gradual shift supports a successful Teacher Apprenticeship and helps students adjust to differences in teaching style between the Teacher Apprentice and Mentor Teacher. Mentor Teachers are encouraged to release responsibilities and decision-making authority based on the Teacher Apprentice's demonstrated competence and their shared level of comfort.

It is essential that Teacher Apprentices take initiative and integrate themselves into the classroom routine as early as possible. Shortly after the Teacher Apprenticeship begins, the Mentor Teacher and Teacher Apprentice should have a direct conversation about expectations for classroom participation and student engagement. While brief periods of participant observation are appropriate at first, active involvement in student learning should begin on day one.

Gradual Release of Teaching Responsibilities

Teaching responsibilities during the Teacher Apprenticeship are introduced in stages to support gradual skill development. Teacher Apprentices begin with *participant*

observation, actively observing and engaging with students and classroom routines. As they gain confidence and experience, they take on increasingly active roles, such as:

- Working with small groups
- Leading parts of instruction (e.g., warm-ups, daily routines)
- Co-planning and co-teaching with the Mentor Teacher
- Planning and delivering several independent lessons

In addition to teaching, Teacher Apprentices will participate in essential instructional tasks, including lesson planning, material preparation, and student assessment. These activities are completed under the guidance and supervision of the Mentor Teacher.

The Teacher Apprenticeship includes both co-teaching and independent teaching. Responsibilities are scaffolded so that Teacher Apprentices develop their instructional practice step-by-step. Mentor Teachers provide close support early on and gradually release responsibility as the Teacher Apprentice becomes more confident and capable.

Throughout the Teacher Apprenticeship, the Clinical Instructor and University Field Director are available to offer additional guidance and support as needed.

Four Stages of the Apprenticeship

Stage 1: Participant Observation (Mentor Teacher Planned)

From the start of the Teacher Apprenticeship, Teacher Apprentices actively support the Mentor Teacher. During this initial phase, the Mentor Teacher models and explains their thinking around instructional planning and delivery, helping the Teacher Apprentice understand effective teaching practices.

Teacher Apprentices assist with classroom activities, shadow the Mentor Teacher, become familiar with the school environment, and observe other classrooms. As soon as appropriate, they begin to take on responsibilities such as managing classroom routines, implementing parts of the Mentor Teacher's plans, and teaching individual lesson segments.

At this stage, all classroom assessments are created by the Mentor Teacher, who also models how to evaluate and score student work. Toward the end of this phase, the Teacher Apprentice and Mentor Teacher begin planning collaboratively, though the Mentor Teacher remains primarily responsible for planning, instruction, and assessment.

Stage 2: Co-Planning and Co-Teaching (Mentor Teacher and Teacher Apprentice Planned)

During this stage, the Teacher Apprentice and Mentor Teacher work together to plan and teach lessons. In a co-teaching model, they alternate leadership roles—for example, while the Teacher Apprentice leads a class discussion, the Mentor Teacher may support individual students, and vice versa.

Together, they develop assessments and share responsibility for grading student work. The Mentor Teacher continues to provide guidance by offering observations and reflections on instructional decision-making, including in classes where the Teacher Apprentice is actively involved.

For examples and resources on co-planning and co-teaching, refer to Appendices B–D.

Stage 3: Independent Teaching (Teacher Apprentice Planned)

At this stage in the Teacher Apprenticeship, the Teacher Apprentice takes full responsibility for planning, teaching, and assessing at least two (2) targeted lessons that are observed and evaluated by the Clinical Instructor. As the Mentor Teacher determines the Teacher Apprentice's readiness, they should be encouraged to take daily responsibility for specific parts of instruction. This may include leading routine lessons, actively participating in co-planning and co-teaching, and regularly teaching one or more subject areas.

During this period, the Mentor Teacher may support the classroom by working with small groups, co-teaching, tutoring, observing, or coaching the Teacher Apprentice as needed. The Mentor Teacher should continue to model and encourage the Teacher Apprentice to professionally communicate with students, families (where appropriate), the grade level team, and school staff.

Stage 4: Phasing Out (Mentor Teacher and Teacher Apprentice Planned)

As the Teacher Apprenticeship comes to a close, the Teacher Apprentice gradually steps back from teaching responsibilities while the Mentor Teacher resumes their role as lead teacher. During this transition, the Teacher Apprentice continues to collaborate with the Mentor Teacher on planning, instruction, and assessment.

This phase is an opportunity for the Teacher Apprentice to reflect on their experience and identify areas for continued growth, such as differentiated instruction or classroom management. Teacher Apprentices are encouraged to ask questions, seek feedback, and deepen their understanding of effective teaching practices.

They may also use this time to assist in the classroom, observe other teachers, shadow school administrators, or explore different aspects of the school environment.

Roles and Responsibilities

The following guidelines are based on university policies and years of experience working with Teacher Candidates, Mentor Teachers, and Clinical Instructors in school settings. Please read this information carefully, as it outlines important expectations and procedures.

Role of the Teacher Apprentice

Teacher Apprentices should be gradually introduced to teaching through observation, guided practice, and demonstration of skills aligned with their content area and the teaching profession. They are expected to work directly with students under the supervision of a Mentor Teacher and with support from a university-assigned Clinical Instructor.

Overview of Teacher Apprentice Responsibilities

Teacher Apprentices are expected to:

- Build positive relationships with students, Mentor Teacher, and professional colleagues
- Co-plan and co-teach with the Mentor Teacher
- Circulate the classroom to analyze and redirect student behavior, check for understanding, and provide individual support
- Tutor students one-on-one in specific skill areas
- Lead small group activities such as enrichment, review sessions, reading groups, or academic support
- Lead whole-class activities (e.g., lesson reviews, giving directions, assigning tasks)
- Teach lessons and facilitate discussions in both small and whole group settings
- Demonstrate instructional processes and concepts
- Assist with non-instructional tasks (e.g., paperwork, hallway monitoring, student supervision during breaks)
- Become familiar with textbooks, curriculum, and instructional materials
- Gather and organize resource materials
- Reflect on classroom experiences and begin developing a personal teaching style
- Support all aspects of classroom instruction and teaching duties.

IMPORTANT:

Teacher Apprentices should **not** be used as substitute teachers or assigned to cover duties or supervision in other classrooms. Their time in the classroom is intended for guided learning and professional development under the supervision of their Mentor Teacher.

Professional Expectations for GVSU Teacher Candidates

GVSU is committed to preparing professional educators who embody the knowledge, skills, and ethical responsibilities of the teaching profession. Becoming a professional educator involves more than learning instructional strategies—it requires a deep commitment to students, colleagues, and the broader educational community.

All GVSU Teacher Candidates are introduced to the expectations of professional behavior and the responsibilities that come with being part of the teaching profession.

We believe professionalism in teaching includes:

- Applying research-based practices to meet the diverse needs of students
- Supporting students' academic, social, and emotional well-being
- Recognizing and building on each learner's strengths through an asset-based approach
- Collaborating with students, families, and colleagues to promote student growth
- Engaging in the broader responsibilities of the profession beyond classroom teaching
- Setting aside personal frustrations or differences to prioritize student success
- Communicating concerns through appropriate and professional channels
- Building respectful, collegial relationships with other professionals
- Reflecting on personal growth, addressing areas for improvement, and leveraging strengths
- Prioritizing student needs over personal preferences to support learning and development.

GVSU requires that all Teacher Candidates demonstrate competence in ethical conduct, content knowledge, pedagogical skill, and professionalism throughout the Teacher Preparation Program. These expectations are reflected in the **Critical Teaching Dispositions** and **Foundational Competencies**, which serve as the baseline for performance in both coursework and clinical experiences.

The following are **Critical Teaching Dispositions**:

- Ethical
- Scholarly
- Reflective
- Resourceful
- Student-Centered
- Rigorous
- Fair
- Responsive

The following are **Foundational Competencies**:

- Interpersonal Competence
- Work and Task Management
- Analytic/Reasoning Competencies
- Professional Conduct
- Work Stamina

Please see Appendix for a complete list of the Critical Teaching Dispositions (Appendix E) and Foundational Competencies (Appendix F).

Role of the Mentor Teacher

Mentor Teachers play a critical role in preparing Teacher Apprentices for the profession. They are expected to share their knowledge, skills, and teaching expertise to help guide the Teacher Apprentice's growth.

The guidelines provided are designed to support Mentor Teachers in effectively mentoring throughout the experience. Mentor Teachers and Teacher Apprentices should work together to ensure the Teacher Apprentice has opportunities to observe, participate in, and learn from all aspects of teaching—including planning, instruction, assessment, and reflection.

In addition to observing their Mentor Teacher, Teacher Apprentices should also observe other classrooms to gain broader perspectives on teaching practices.

Overview of the Mentor Teacher Responsibilities

- Explain the school/system policies and procedures, including but not limited to: Emergency procedures, grading and student attendance policies, disciplinary policies, parking, sign in/out, expectations of duty hours, expectations of intern attendance, appropriate attire, procedures for leave and substitute coverage, expectations of team/departamental meetings.
- Orient to campus, introduce Teacher Apprentices to key personnel, and communicate responsibilities of various school personnel, including administrative and departamental personnel and relevant personnel in additional departments (e.g., Special Education, content areas, grade-level teams, etc.). Mentor Teachers should communicate to interns who to go to for relevant concerns (e.g., student accommodations, etc.).
- Introduce and position the Teacher Apprentice as a “teacher” to the students, staff, and faculty (i.e., share they are attending GVSU to become a teacher). Support the Teacher Apprentice in being perceived as a “real” teacher. Stress

with PK-12 students the advantages of having two teachers and emphasize the fact that the Teacher Apprentice has the same kind of authority as the Mentor Teacher.

- Establish expectations for planning and instruction in the classroom and expectations for coverage and pacing of curriculum in accordance with state, local, and departmental expectations. Mentor Teachers should review curriculum guides and other supportive resources to ensure that Teacher Apprentices understand short- and long-term planning for the purpose of engaging and motivating all learners.
- Establish procedures for co-planning daily during early stages of the field experiences and several times weekly during later stages. Mentor Teachers and Teacher Apprentice should establish procedures for the Teacher Apprentice's submission of lesson plans to the Mentor Teacher as well as the Mentor Teacher's review and provision of feedback. Provide copies of teacher manuals whenever possible to support instruction.
- Share all relevant documents, including Individualized Education Plans (IEPs), 504 Plans, or additional accommodations.
- Help the Teacher Apprentice develop formal and informal methods of assessment, as well as formative and summative assessments of student achievement.
- Observe and offer constructive and celebratory feedback on the Teacher Apprentice's instruction **regularly**. Ideas for recording observations and offering feedback includes keeping a notebook, annotating the Teacher Apprentice's lesson plans, maintaining a two-way dialogue journal, holding conferences, post it notes, practice runs, etc.
- Help Teacher Apprentice integrate technology into planning and instruction.
- Complete all evaluation forms for the Teacher Apprenticeship and share and discuss these evaluations with the Teacher Apprentice and Clinical Instructor.
- Complete additional CECI Assessments prior to the end of the semester. These assessments will be completed via Blackboard and directions, and login information will be sent via email.

Mentor Modeling

Professionalism

Mentor Teachers are expected to provide Teacher Apprentices with unique and rigorous professional experiences that would place them among the most qualified Teacher Candidates for employment. This includes, but is not limited to:

- Promoting a culture of transparency in daily work, so that Teacher Apprentices are not restricted from developing deep understandings of the complexities of teaching, learning, and schooling
- Remaining in the classroom for the bulk of the Teacher Apprentice's teaching time to co-teach, observe, and assess the Teacher Apprentice's progress
- Fostering full Teacher Apprentice participation in the school community and connecting Teacher Apprentices to extensive resources through which they can build varied professional experiences
- Introducing Teacher Apprentices to widely diverse groups of students, pedagogical approaches, subject matter, and assessment methods
- Allowing Teacher Apprentices to work as semi-autonomous professionals within your classroom, with broad control over the various aspects of practice
- Suggesting means by which Teacher Apprentices can both distinguish themselves from other individuals seeking employment and advocate for themselves as they enter the job market
- Encouraging practices that support and encourage reflection, continual learning, and professional growth.

Instruction

Mentor Teachers should provide models of instruction that Teacher Apprentices can observe, analyze, discuss, and apply to their own practice. Such modeling includes, but is not limited to:

- Communicating a clear purpose for the lesson
- Planning and organizing lessons
- Adapting the curriculum and other content resources to instruction for diverse learners, including special needs populations
- Capturing the attention of students
- Focusing on critical thinking objectives
- Managing the transitions of the lesson
- Using informal and formal methods of assessment, both during and after instruction
- Maintaining a positive learning environment
- Connecting content to the needs, interests, and prior knowledge of students
- Using various instructional tools and technology productively.

Feedback

Mentor Teachers should offer clear, consistent, and constructive feedback throughout the Teacher Apprentice's apprenticeship experience. This feedback should include, but is not limited to:

- Offering clear expectations, ideas, and suggestions related to the planning and organization of instruction, classroom management, and assessment for all learners
- Observing and providing detailed written and verbal feedback on Teacher Apprentice's instructional practices for both areas of improvement and positive instructional moves
- Diagnosing and addressing cognitive dissonance with which Teacher Apprentices might be struggling, using a *collaborative* approach
- Suggesting a variety of different solutions to problems of teaching from which Teacher Apprentices might choose and discuss their possible implications
- Completing, thoroughly and in a timely manner, all assessment forms and records (Midterm-Reflection, additional assessments) required by the College of Education and Community Innovation at GVSU.

Collaboration

In addition to the responsibilities outlined earlier, Mentor Teachers are expected to work closely with Teacher Educators, University Field Directors, Clinical Instructors, and other colleagues to help Teacher Apprentices develop a well-rounded understanding of teaching and learning. This collaboration includes, but is not limited to:

- Participating in informal, semi-regular meetings to discuss the Teacher Apprentice's progress
- Quickly recognizing and notifying the university-assigned Clinical Instructor (or University Field Director) of any problems with or exceptional developments in the Teacher Apprentice's performance or work
- Encouraging Teacher Apprentices to work closely with other educators, both inside and outside the grade level/team/department, on special projects
- Going beyond your own mentorship to introduce Teacher Apprentices to other sources of professional development that may enrich their practice.

Communication

In addition to the expectations noted above, it is expected that Mentor Teachers will:

- Clearly communicate to Teacher Apprentices and Clinical Instructors what performance indicators and objectives have and have not been met
- Discuss the degrees to which said expectations were met or not met
- Candidly declare the reasons why they perceive unmet objectives to be lacking
- Join Teacher Educators in providing recommendations for further professional development on the part of Teacher Apprentices

- Provide confidential feedback on the clinical field experience during and after its implementation.

IMPORTANT:

If there are any areas of concern, the Mentor Teacher should contact the Clinical Instructor right away!

Role of the Clinical Instructor

Each Teacher Apprentice will work with two (2) university-assigned Clinical Instructors throughout their Teacher Apprenticeship.

- The **CECI Clinical Instructor** acts as a liaison between the Teacher Apprentice's PK-12 school placement and GVSU. These instructors are trained observers of teaching performance and have prior experience as classroom teachers before joining GVSU.
- The **Disciplinary Content Clinical Instructor** is a faculty member from CLAS and works directly with the Teacher Apprentice to enhance their ability to teach content effectively to students.

Both Clinical Instructors play key roles in helping Teacher Apprentices build strong relationships, improve teaching skills, and monitor their progress and development.

Overview of Clinical Instructor Responsibilities

- Attend the orientation meeting at the onset of the semester and additional organizational meetings, as necessary.
- Develop ongoing relationships with assigned Teacher Apprentice and their Mentor Teachers. Regular contact via email is expected. Periodic site visits to observe are scheduled by the Clinical Instructor, Teacher Apprentice, and Mentor Teacher.
- Hold a “Meet and Greet” meeting with the Mentor Teacher and Teacher Apprentice at the start of each clinical field experience for introductions and to discuss Mentor Teacher, Clinical Instructor, and Teacher Apprentice roles and responsibilities, program expectations, the teaching schedule, gradual assumption of responsibilities, and procedures for pre- and post-observation conferences.
- Maintain a working file on each Teacher Apprentice of observations, notes, and assessment information.

- Provide feedback on a regular basis, which directly and honestly addresses the responsibilities and performance of the Teacher Apprentice. The feedback should be specific, focused on teaching practice, and aimed at improving and maintaining performance.
- For most formal observations, the Clinical Instructor should receive a lesson plan from the Teacher Apprentice in advance of the observation. The Clinical Instructor should clarify when and how this should be submitted.
- Formal observations should take place at least **six (6)** times per semester (i.e., 3 observations by the CECI Clinical Instructor and 3 observations by the Disciplinary Content Clinical Instructor), with constructive written comments and feedback provided. A post observation conference should take place between the Teacher Apprentice and Mentor Teacher, and copies of comments will be provided.
- Schedule formal observation visits with Teacher Apprentices and coordination with Teacher Apprentices and Mentor Teachers should occur to plan observations around performance of classroom instruction.
- Clinical Instructors will sign in at the main office every time they enter a school. They should wear name tags to identify them as employees of GVSU, and communicate directly with the Mentor Teacher, administrator, and/or site coordinator each time they visit.
- Complete documents and assessment in a timely fashion. For all Teacher Apprentices, Clinical Instructors will complete a written final evaluation during the Teacher Apprenticeship experience. These final evaluations will be placed in the CECI Teacher Candidate file.
- Hold conferences between the Clinical Instructor, Mentor Teacher, and Teacher Apprentice in the Teacher Apprenticeship semester. These conferences should coincide with an observation and evaluate the Teacher Apprentice progress at those critical points in the experience.

Additional Responsibilities

- Offer constructive assistance for growth and improvement as concerns on dispositions and/or performance arise.
- Provide a support and/or improvement plan in the event there are concerns regarding performance.
- Alert the University Field Director to any problems or issues that may need to be addressed regarding Teacher Apprentice dispositions or performance.
- Clinical Instructors are asked to write a final recommendation for Teacher Apprentices.

- Clinical Instructors may serve as a resource to our Teacher Apprentices during professional development opportunities and methods courses during the year.
- Clinical Instructors may also present to Teacher Apprentices and Mentor Teachers on topics such as how to get a job, interviewing, classroom management, differentiation, etc.

Role of Administrator

The administrator's role is to support the evolving needs of the clinical experience. This includes collaborating with University Field Placement Specialists, Mentor Teachers, Teacher Apprentices, university-assigned Clinical Instructors, and University Field Directors as needed.

Overview of Administrator Responsibilities

- Identify quality Mentor Teachers based on the criteria established for Mentor Teachers set forth by the Office of Certification and Accreditation (OCA).
- Be accessible and available to Teacher Apprentices (i.e., introduce yourself, check-in with Mentor Teachers and Teacher Apprentices, etc.).
- Allow Mentor Teachers to share all relevant documents (i.e., IEPs, 504 plans, etc.) with Teacher Apprentices.
- Support the use of technology for observations and course assignments.
- Contact the university-assigned Clinical Instructors if there are any issues.

Secondary Teacher Apprenticeship Policies

Clinical Experience Placement Policies

Absences

Teacher Candidates are expected to attend their placement every teaching day. If a Teacher Candidate is unable to report to their classroom, they must notify the Mentor Teacher before the start of the school day via phone and/or email. Additionally, Teacher Candidates should inform their Clinical Instructor about their absence via email.

Teacher Candidates are responsible for making appropriate arrangements for any lessons or materials they are scheduled to implement, ensuring that the Mentor Teacher can continue the planned instruction without disruption.

In cases of excessive absences or an emergency that prevents the Teacher Candidate from participating for an extended period, the Mentor Teacher, Clinical Instructor, and University Field Director will decide whether the Clinical Field Experience should be extended. Teacher Candidates who need to be absent for legitimate reasons (e.g., religious holidays, health issues, family emergencies) should discuss the matter directly with their Clinical Instructor and Mentor Teacher as soon as possible.

Any Teacher Candidate who misses more than 14 days of the Clinical Field Experience—whether the absences are excused or unexcused—will be required to repeat the Clinical Field Experience in a different semester. The Teacher Candidate must re-enroll and pay tuition for the repeated semester.

Calendar

All Teacher Candidates enrolled in clinical experiences follow the calendar of the assigned school for starting dates, holidays, and breaks.

Corporal Punishment

Teacher Candidates are strictly prohibited from administering corporal punishment as a form of discipline. Any instance of this will result in immediate removal from the program.

Liability

GVSU carries liability insurance for Teacher Candidates acting within the scope of their duties or performing services on behalf of or under university direction. All Teacher Candidates are responsible for their own medical insurance and health care. Please note that “Liability” insurance is different from “Medical” insurance and Health Care.

If a Teacher Candidate is hurt at the school site, they should report the injury to the Clinical Instructor immediately and follow the school district’s policies on reporting an accident on school property. Teacher Candidates are not eligible for Worker’s Compensation because they are not employees of the school district.

Other Classroom Observations

Teacher Apprentices are encouraged to observe classrooms in grade levels, content areas, or specialty areas that are outside of their primary clinical field placement. These observations should be arranged in advance with the Mentor Teacher. Further details about the observation process will be provided during the seminar.

Punctuality

Clinical experiences are a professional commitment, and Teacher Candidates are required to report to work on time every day. If an unforeseen situation causes a Teacher Candidate to arrive late, they must notify the Mentor Teacher and/or the school as soon as possible. This allows the Mentor Teacher to proceed with the day’s activities without interrupting student learning or disrupting planned instruction. Such occurrences should be rare and not a regular occurrence.

Strikes or Work Stoppage

If there is a teacher strike or work stoppage, Teacher Apprentices are not required to report to their assigned schools. Teacher Apprentices should contact their Clinical Instructor immediately for further instructions and guidance.

Substitute Teaching

Teacher Apprentices are **not** permitted to substitute teach during the scheduled clinical experience placement. Teacher Apprentices may substitute teach on days or afternoons when they are not in their clinical field placement or engaged in GVSU coursework. This policy reflects the Memorandum of Understanding (MOU) between GVSU and our PK-12 district partners.

Teacher Apprenticeship Evaluation

All Teacher Apprentices are evaluated throughout the Teacher Apprenticeship with instruments provided by the College of Education and Community Innovation. Grading and providing feedback for growth is a complex process. You will earn your grades based on effort and achievement—not effort alone.

Grades are primarily determined by the following:

- Attendance
 - Teacher Apprenticeship Clinical Experience
 - Seminar
- 3 Performance-Based Observations (Danielson Framework)
 - Observation #1 (GoReact)
 - Observation #2 (In-Person)
 - Observation #3 (In-Person)
- Foundational Competencies and Critical Teaching Dispositions
 - Midterm
 - Final

Refer to the Teacher Apprenticeship Course Syllabus (EDI 331) for more details on how the Teacher Apprenticeship is evaluated.

Withdrawal

A Teacher Candidate must inform the GTC University Field Director and the University Field Placement Specialist in the Office of Certification and Accreditation (OCA) <https://www.gvsu.edu/education/office-of-certification-and-accreditation-253.htm> if they withdraw from coursework or the clinical experience field placement. Notification must be immediate and in writing. Failure to do so may result in program removal.

Supporting Teacher Candidates

Teacher Preparation Program Support

Becoming a skilled and effective teacher is a developmental process that requires ongoing guidance, feedback, and support from Mentor Teachers, Clinical Instructors, University Field Directors, and faculty. GVSU provides a range of resources to assist Teacher Candidates who may need additional support during their clinical experiences. The goal is to help each Teacher Candidate grow professionally and demonstrate the potential for success—both during their clinical field placement and in their future teaching career.

Support Plan

A Support Plan may be implemented when a Teacher Candidate is experiencing challenges or requests additional help. The Support Plan will outline specific areas of concern and provide targeted guidance and resources from the Mentor Teacher and/or Clinical Instructor(s) to support the Teacher Candidate's improvement. Follow-up will be determined based on the Teacher Candidate's progress and the nature of the concern.

Improvement Plan

If a Teacher Candidate is performing unsatisfactorily, they may be given the opportunity to improve through an **Improvement Plan**. This plan will clearly outline the areas of concern, along with specific steps and timelines for making the necessary changes.

Based on the Teacher Candidate's progress and the severity of the concerns, the Clinical Instructor(s) and University Field Director will determine one of the following outcomes:

- The Teacher Candidate will remain in the current placement with an Improvement Plan.
- The Teacher Candidate will be moved to a new placement (with or without an Improvement Plan).
- The Teacher Candidate will remain in the clinical field placement but will be required to repeat the clinical field experience in a future semester. A non-passing grade (C+ or below) will be assigned, and the Teacher Candidate must re-enroll in the course and pay tuition for the repeated semester.

Remediation Plan

A Remediation Plan is implemented when significant challenges persist or serious misconduct occurs during a Teacher Candidate's clinical field experience. In such cases, the Teacher Candidate is removed from their placement at the request of either the PK-12 partner or GVSU.

Typically, the Teacher Candidate will be removed from the clinical field placement for the remainder of the semester, receive a non-passing grade (C+ or below), and must re-enroll in the course and pay tuition for the following semester. This will provide the Teacher Candidate with a second—and final—opportunity to successfully complete the clinical field experience.

Remediation Plan Development

Within ten (10) business days of removal, the Teacher Candidate must meet with the Director of Teacher Education, University Field Director, and Clinical Instructor(s) to develop the Remediation Plan. The plan will:

- Outline specific concerns
- Set clear goals for improvement
- Identify necessary support resources
- Include a timeline for completion

The Teacher Candidate's progress will be closely monitored throughout the process.

Possible Outcomes

Based on the Teacher Candidate's progress and the severity of the concerns, the Director of Teacher Education, University Field Director, and Clinical Instructor(s) will determine one of the following outcomes:

- The Teacher Candidate will repeat the clinical field experience in a future semester. A non-passing grade (**C+ or below**) will be assigned, and the Teacher Candidate must re-enroll and pay tuition for the repeated semester.
- The Teacher Candidate will be dismissed from the Teacher Preparation Program clinical field experience, with no recommendation for initial teacher certification.
- An alternative outcome, tailored to the specific case, may be determined.

The Remediation Plan is the Teacher Candidate's final opportunity to successfully complete the clinical field experience and remain eligible for recommendation for initial teacher certification at GVSU. **Satisfactory progress on the plan is required** before a new placement can be arranged, and continued satisfactory progress must be maintained throughout the new placement, or the Teacher Candidate will be dismissed from the Teacher Preparation Program clinical field experience.

Unsatisfactory Performance

Determining Unsatisfactory Performance

Unsatisfactory performance will be determined by the Clinical Instructor, Mentor Teacher, University Field Director, and/or building Administrator based on performance-based observations, the Critical Teaching Dispositions, Foundational Competencies, and GVSU coursework. This determination is made using the professional judgment and expertise of experienced educators and will be supported by documentation from one or more Teacher Apprentice evaluation tools.

Grade

If a Teacher Candidate is dismissed from the clinical field experience, a non-passing grade of **C+ or below** will be assigned. An "Incomplete" is granted only in cases of extenuating circumstances and is not intended to replace a failing grade or a withdrawal.

Repeated Clinical Field Experience

Teacher Candidates who have been removed from a clinical experience field placement or received an unacceptable grade may be given **one (1)** additional opportunity. Typically, a full semester will pass before the next placement, allowing time for improvement or remediation and coordination of a new placement. A re-assignment after a previous clinical experience field placement will require the completion of a full semester of clinical experience field placement and seminar.

Removal from Clinical Experience

A Teacher Candidate who is dismissed by PK-12 school district personnel or GVSU may be immediately removed from their clinical experience placement and could face program removal. A Teacher Candidate may be dismissed for any of the following reasons:

- Failure to meet the established standards for clinical experience field placements
- Demonstrated ineffectiveness that negatively impacts PK-12 student progress
- Failure to comply with school or faculty expectations
- Defying reasonable requests from school personnel or faculty
- Any reason for which a certified teacher might be dismissed
- Failure to improve teaching deficiencies within a reasonable timeframe after receiving an Improvement Plan
- Failure to improve teaching deficiencies during a repeated semester of clinical experience placement.

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Appendix A

Timeline of Suggested Teacher Apprenticeship Progress	
Depending on Teacher Apprentice ability, the Mentor Teacher may advance the process of assigning classroom responsibilities and teaching involvement.	
Time/Phase	Suggested Progress
Week 1 Participant Observation	<ul style="list-style-type: none"> ● Hold Meet and Greet between Clinical Instructor, Mentor Teacher, and Teacher Apprentice to review the Teacher Apprenticeship Clinical Field Experience Requirements for Teacher Apprentices and to develop a Teacher Apprentice Plan for Assuming Responsibilities ● Seek out and meet the school administration ● Attend back-to-school orientation sessions, as appropriate ● Become acquainted with the classroom, school, routines, procedures, curriculum, etc. ● Get to know Mentor Teacher, students, and school faculty and staff ● Assist the Mentor Teacher with all activities ● Teacher Apprentice is positioned as a “teacher” to the students, staff, and faculty (i.e., share they are attending GVSU to become a teacher)
Week 2 Participant Observation	<ul style="list-style-type: none"> ● Hold Meet and Greet between Clinical Instructor, Mentor Teacher, and Teacher Apprentice to review the Teacher Apprenticeship Clinical Field Experience Requirements for Teacher Apprentices and to develop a Teacher Apprentice Plan for Assuming Responsibilities ● Be familiar with student and faculty handbooks ● Continue to learn the school's policies, procedures, and practices (i.e., school philosophy and policies on classroom management) ● Continue to become familiar with teaching responsibilities ● Observe teacher instructional approaches ● Assist the Mentor Teacher with all activities ● Circulate the classroom during instructional time ● Become acquainted with students in a variety of settings and activities ● Work with individual students with Mentor Teacher guidance (e.g., administer assessments, offer remedial help, “get-to-know-you conversations”, etc.)

<p>Weeks 3–6</p> <p>Co-Planning/Co-Teaching</p>	<p>Teacher Apprentice participation gradually increases.</p> <p>Continue to:</p> <ul style="list-style-type: none"> • Assist Mentor Teacher with all activities • Circulate the classroom during instructional time • Work with individual students (e.g., administer assessments, offer remedial help, “get-to-know-you conversations”, etc.) <p>Begin to:</p> <ul style="list-style-type: none"> • Facilitate small group activities (e.g., reading or math groups, working with students on projects, or coordinating activities in the classroom) • Whole group instruction is encouraged (e.g., leading daily routines, calendar, beginning day activities, etc). • Begin assisting in monitoring student learning • Interact with Mentor Teachers and administrators regarding concerns and processes <p>Observation #1 (via GoReact or in-person) should take place during Weeks 5 or 6 and focus on <i>Student Engagement</i> (e.g., leading an activity, working one-on-one etc.). This should last approximately 20-30 minutes.</p>
<p>Weeks 7-11</p> <p>Co-Planning/Co-Teaching</p>	<p>Teacher Apprentice participation gradually increases.</p> <p>Continue to:</p> <ul style="list-style-type: none"> • Assist Mentor Teacher with all activities • Circulate the classroom during instructional time • Work with individual students (e.g., administer assessments, offer remedial help, “get-to-know-you conversations”, etc.) • Facilitate small group activities (e.g., reading or math groups, working with students on projects, or coordinating activities in the classroom) • Whole group instruction is encouraged (e.g., leading daily routines, calendar, beginning day activities, etc). • Assist in monitoring student learning • Interact with Mentor Teachers and administrators regarding concerns and processes <p>Begin to:</p> <ul style="list-style-type: none"> • Independently plan and teach an activity/lesson observed by the Mentor Teacher by mid-semester • Increase responsibility so that the Teacher Apprenticeship is responsible for at least one activity or block of time each day. • Participate in open houses, family conferences, and staff development workshops as the university class schedule permits <p>Observation #2 (Go-React or In-Person) should take place during Weeks 9-10. This is a <i>Standards-Based</i> lesson designed for Small or Whole Group Instruction that should last for approximately 30 minutes.</p>

<p>Weeks 12-14</p> <p>Independent Teaching</p>	<p>Teacher Apprentice participation gradually increases.</p> <p>Continue to:</p> <ul style="list-style-type: none"> ● Assist Mentor Teacher with all activities ● Circulate the classroom during instructional time ● Work with individual students (e.g., administer assessments, offer remedial help, etc.) ● Facilitate small group activities (e.g., reading or math groups, working with students on projects, or coordinating activities in the classroom) ● Whole group instruction is highly encouraged (e.g., leading daily routines, calendar, beginning day activities, leading segments of a lesson etc). ● Assist in monitoring student learning ● Interact with Mentor Teachers and administrators regarding concerns and processes ● Be responsible for at least one activity or block of time each day. ● Participate in open houses, family conferences, and staff development workshops as the university class schedule permits <p>Begin to:</p> <ul style="list-style-type: none"> ● Independently plan and teach several negotiated activities/lesson and seek feedback from the Mentor Teacher ● Increase responsibility so that the Teacher Apprentice is responsible for co-planning and co-teaching full lessons 2-3 times per week while also continuing to lead routines within the daily schedule. ● Observe additional classroom teachers, grade level/content areas and identify strategies/techniques used as time permits <p>Observation #3 (In-Person) should take place during Weeks 12-14. This is a <i>Standards-Based</i> lesson designed for Whole Group Instruction that should last for approximately 30 minutes.</p>
<p>Weeks 15-17</p> <p>Phasing Out</p>	<p>Teacher Apprentice participation gradually decreases.</p> <ul style="list-style-type: none"> ● Focus on co-planning and co-teaching ● Continue to assist individual students, small groups, and whole class instruction ● Observe additional classroom teachers, grade level/content areas and identify strategies/techniques used as time permits

Appendix B

Sharing Responsibilities – Mentor Teacher and Teacher Candidate

Planning

The Teacher Candidate and Mentor Teacher will share:

- What content to teach
- What co-teaching strategies to use
- Who will lead different parts of the lesson
- How to assess student learning
- Materials and resources

Instruction

While Co-Teaching, the Teacher Candidate and Mentor Teacher will:

- Share leadership in the classroom
- Work with all students
- Use a variety of co-teaching approaches
- Be seen as equal partners
- Manage the classroom together
- Make changes as needed during a lesson

Assessment

While Co-Assessing, the Teacher Candidate and Mentor Teacher will:

- Both participate in the assessment of the students
- Share the workload of daily grading
- Provide formative and summative assessment of students
- Jointly determine grades

Co-Planning Tips

Before Your Planning Session

- Decide what lesson(s) you will use your hour of planning time for.
- Determine who will lead the planning time. Usually, the Mentor Teacher will lead in the beginning of the semester and the Teacher Candidate will take over as the semester progresses.
- Decide the materials that you will need. **Pro Tip:** Don't take on too much!
- Bring ideas for modifications and accommodations.
- Bring ideas for enrichment activities.
- When the Teacher Candidate is ready to take over a subject/or period, let them know ahead of time that they will be leading the planning time for that lesson. They should preview what they will be teaching and come to the planning time prepared with ideas and lessons where co-teaching could occur.

During Co-planning (Remember this time is to plan for co-teaching):

- Spend a few minutes communicating about questions or issues (may use planning sheet).
- Share what will be co-taught and ideas from curriculum.
- When will you co-teach? When will each of you teach solo?
- What co-teaching strategies will best meet the needs of the students?
- Eventually, try to incorporate all of the co-teaching strategies.
- Outline questions to be used for parallel, station, etc.
- Discuss a variety of assessment strategies.
- What do each of you need to do when you leave the planning session (tasks, gathering resources, copying, etc.)?
- What, if any, changes do you need to make to the layout or organization of the classroom?

After Co-planning:

Teacher Candidate writes up lesson plans for each lesson where they have a teaching role.

Important Points to Remember:

- Planning is VERY important. Use the planning time wisely, focusing on lessons to be co-taught. Prioritize the time and don't allow outside distractions to take over.
- The goal is to have the Mentor Teacher and Teacher Candidate actively engaged with students as much as possible. However, EVERY Teacher Candidate DOES need time to manage the classroom on their own.
- Full time responsibility means the Teacher Candidate leads all aspect of the classroom, including how the Mentor Teacher and other adults will be involved.
- Clinical Instructors ARE prepared in co-teaching and may observe at least one co-taught lesson. When they do, they will be observing and evaluating only the Teacher Candidate.
- **Encourage an attitude that we're BOTH teaching!**

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Appendix C

Note: The co-teaching strategies are not hierarchical. They can be used in any order and/or combined to best meet the needs of the students in the classroom.

Co-Teaching Strategies and Examples

Strategy	Definition/Example
One Teach, One Observe	<p>One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.</p> <p>Examples: One teacher can observe for: specific types of questions asked by instructing teacher; teacher movement; charting student participation; specific on-task behaviors; specific group interactions.</p> <p>Tip: When observing, collect data/evidence. Observation is not intended to make judgments, but to provide data on what is happening in the classroom and allow that information to impact future lessons.</p>
One Teach, One Assist	<p>An extension of One Teach, One Observe - one teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.</p> <p>Examples: While one teacher has the instructional lead, the Teacher Apprenticeship may ask clarifying questions, provide additional examples or be the “voice” for the students who don’t understand or are hesitant to share. As Teacher Candidates lead their first whole group lesson, the Mentor Teacher can be responsible for overseeing classroom management – allowing the Teacher Candidate to focus on pacing, questioning strategies, assessment, movement, etc.</p> <p>Tip: This strategy supports classroom management as students get their questions answered faster and behavior problems are addressed without stopping instruction. Pairs often identify a signal (standing under the clock) that allows for a quick conversation or opportunity to discuss something without the Mentor Teacher interrupting the lesson.</p>
Station Teaching	<p>The co-teaching pair divides the instructional content into parts – each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.</p> <p>Examples: If co-teaching pairs were doing a literacy lesson they could divide into 3 stations: one working on fluency, one on reading comprehension and one on vocabulary. A science lesson may have students at one station viewing a specimen/sample under the microscope (magnifying glass), another station has students diagramming the specimen/sample, and a third station has students watching a short video of the specimen/sample moving in its natural setting.</p> <p>Tips: Stations cannot be hierarchical students must be able to start at any station. This is an excellent way to have student working in smaller groups; allow the Teacher Candidate the opportunity to build their confidence while teaching a mini-lesson multiple times; and keep</p>

	<p>the Mentor Teacher actively engaged with students. Other adults (Paraprofessionals, Special Educators, Title I teachers) can also lead stations. Pacing, voice and noise levels must all be discussed prior to the lesson.</p>
Parallel Teaching	<p>Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.</p> <p>Examples: After reading a selection from their text, the class is divided into two heterogeneous groups where they discuss a list of questions from the reading. For a math lesson students are divided into two smaller groups where each teacher is able to support the use of manipulatives for solving problems.</p> <p>Tips: Place students facing their teacher with backs to the other teacher/group to reduce distractions. When teacher candidates view the CT timing and pacing can be supported as they learn. Pacing, voice and noise levels must all be discussed prior to the lesson.</p>
Supplemental Teaching	<p>This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.</p> <p>Examples: Using the results from a math exam, students are divided into two groups: one smaller group that didn't meet the expected score/requirement will work with one teacher who will reteach the concept(s) and provide support materials to help students understand and successfully complete the math problems. The other teacher will work with those students who successfully completed the exam; however, these students will build on the same concepts and complete additional math problems.</p> <p>Tips: Groupings are based on need identified from a specific exam or assessment. Both teachers should work with all students throughout the experience, making sure that one teacher (Teacher Candidate or Mentor Teacher) doesn't always work with the students who are struggling and/or need extensions. Group make-up is always changing.</p>
Alternative or Differentiated	<p>Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.</p> <p>Examples: When doing a lesson on predicting students will take clues from what they have read so far to predict what will happen next. One teacher may lead a group of students through a brainstorming activity where they identify the significant events that have occurred so far in the story – putting each event on a white board. Based on those significant events the group together brainstorms what will happen next in the story. The other teacher accomplishes the same outcome but with their group, the students predict by connecting the specific items pulled out of the bag with the story (Shiloh – dirty dog collar, \$20 bill, moldy cheese, etc.).</p> <p>Tips: A great way to incorporate learning styles into lessons; both instructors need to be clear on the outcome(s) of the lesson, as student should achieve the same objective but arriving there using different methods.</p>

<p>Team Teaching</p>	<p>Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.</p> <p>Examples: Both instructors can share the reading of a story or text so that the students are hearing two voices. The Mentor Teacher may begin a lesson discussing specific events; the Teacher Candidate may then share a map or picture showing specifics of the event.</p> <p>Tips: Often pairs will begin the experience by team teaching a lesson, providing “fact time” in front of the classroom for the teacher candidate – this is much more scripted and staged, but does provide an opportunity for the students to view the teacher candidate as a “real” teacher.</p> <p>Team teaching takes intense planning, but the longer pairs work together the less time it takes as they know what each other is going to contribute.</p>
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Appendix D

Teacher Actions During Co-Teaching

**Co-Teaching is an Attitude... an attitude of sharing the classroom and students.
Co-Teachers must always be thinking – *We're Both Teaching!***

If one teacher is leading instruction...	The other can be doing this...
	Observing for: <ul style="list-style-type: none">• student understanding and/or questions (through body language, facial expressions, etc.)• specific types of questions asked by instructing teacher• specific student interactions and behaviors• teacher movement• specific teacher behaviors• specific student or group behaviors
	Charting: <ul style="list-style-type: none">• where questions are directed within the classroom• gender of responders• on-task/off task behavior• teacher wait time• specific teacher behaviors or movements• specific student or group behaviors
	Circulating: <ul style="list-style-type: none">• checking for comprehension• using proximity control for behavior management• checking for comprehension• providing one-on-one support as needed
	Other Tasks: <ul style="list-style-type: none">• Collecting and reviewing last night's homework• Introducing a social or study skill• Taking roll• Reviewing directions; modeling first problem on the assignment• Writing down instructions on board• Repeating or clarifying any difficult concepts• Passing out papers• Giving instructions orally• Facilitating a silent activity• Introducing a new concept to whole group• Asking clarifying questions

TQE Strategies (2005) along with Adaptations from Murawski & Dieker (2004)

If one teacher is...	The other can be doing this...
Reading a test aloud to a group of students	Proctoring a test silently with a group of students
Explaining a new concept through discussion	Introducing a new concept through role play or modeling;
Provide enriching or extended activities on a concept already discussed in class	Re-teach or review and old concept with students who didn't understand it
Provide enriching or extended activities related to items on a test	Re-teach or review those concepts or questions that were missed on an exam with those students who missed those questions on the exam
Predicting what will happen next (in book or text) by brainstorming with a group of students using the overhead	Predicting what will happen next (in a book or text) by showing objects that have already been introduced in the story and using them to predict what happens next
Re-teaching or pre-teaching with a small group	Monitoring large group as they work on practice materials
Facilitating sustained silent reading	Reading aloud quietly with a small group
Lecturing	Modeling note taking on the board/overhead
Running last minute copies or errands	Reviewing homework; providing a study or test-taking strategy
Prepping half of the class for one side of a debate	Prepping the other half of the class for the opposing side of the debate
Checking for understanding (reviewing a chapter, etc.) by leading a discussion with half of the class	Checking of understanding (reviewing a chapter, etc.) by leading a discussion with half of the class
Facilitating a station or group	Facilitating a station or group

The focus of co-teaching is to find ways to keep both teachers actively engaged with students and their learning.

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Appendix E

FOUNDATIONAL COMPETENCIES

GVSU requires that all Teacher Candidates demonstrate competence and professionalism across their Teacher Preparation Program. Foundational Competencies are the baseline expectations for Teacher Candidates to achieve and demonstrate in coursework and all clinical experiences. The following Foundational Competencies are required for the successful completion of our program:

FOUNDATIONAL COMPETENCY	DEFINITION	EXPECTATIONS
Interpersonal Competence	Ability to interact effectively with others	<ul style="list-style-type: none"> • Demonstrate communication skills that are responsive to and respectful of different perspectives represented in diverse classrooms and/or professional settings. • Demonstrate the necessary interpersonal competencies to function effectively with students and families, and to function collaboratively as part of a professional team.
Work and Task Management	Ability to organize and manage multiple work demands	<ul style="list-style-type: none"> • Demonstrate the ability to work under time constraints, make objective judgements, and ensure safety in emergencies. • Demonstrate the ability to organize time and materials, to prioritize tasks, to perform several tasks at once, and to adapt to changing situations.
Analytic/Reasoning Competencies	Ability to demonstrate analytical thinking and logical reasoning about professional topics, issues, and programs in academic work and professional settings	<ul style="list-style-type: none"> • Demonstrate the ability to understand and extend complex information presented within coursework and/or work in professional settings. • Demonstrate the ability to analyze, synthesize, integrate concepts, and problem-solve in a variety of ways. • Demonstrate the ability to respond to events and problems in professional contexts, formulate and use educational assessments, and make professional judgements.
Professional Conduct	Ability to work within a set of reasonable expectations for ethical conduct as defined by the profession and/or workplace	<ul style="list-style-type: none"> • Arrive on time for professional commitments, including classes and clinical experiences. • Seek assistance and follow supervision in a timely manner. • Accept and respond appropriately to constructive review of work from instructors, Clinical Instructors, and Mentor Teachers. • Demonstrate attitudes of integrity, responsibility, and tolerance. • Show respect for self and others. • Project an image of professionalism.
Work Stamina	Ability to meet the work demands of the profession and/or workplace	<ul style="list-style-type: none"> • Demonstrate the stamina to work a contractual day and perform extended and additional duties of a school professional, such as family conferences, after-school events, and other assigned duties.

Appendix F

CRITICAL TEACHING DISPOSITIONS

GVSU requires that all Teacher Candidates demonstrate an understanding of and competence in ethical practice, knowledge, and skills. Critical Teaching Dispositions are the baseline expectations for Teacher Candidates to achieve and demonstrate in coursework and all clinical experiences. The following Critical Teaching Dispositions are required for the successful completion of our program:

CRITICAL TEACHING DISPOSITION	DEFINITION	EXPECTATIONS
Ethical	Abides by the professional code of ethics, professional standards of practice, and relevant law and policy.	<ul style="list-style-type: none"> • Demonstrates ethical and responsible behavior that abides to the local, state, and federal rules and laws, university and school district policies and procedures, and professional standards. • Demonstrates personal honesty and integrity.
Scholarly	Has a critical stance towards professional practice. As a life-long learner, is intellectually curious, and regularly seeks opportunities for ongoing professional learning.	<ul style="list-style-type: none"> • Critically evaluates professional practice using theory-based research, or data-based evidence. • Displays a commitment to own continued professional development with the assumption that teachers can be responsible agents for the improvement and reform of education. • Accepts that learning to be a professional educator is an ongoing process and regularly seeks opportunities for professional learning.
Reflective	Committed to deepening understanding of one's own teaching practice with the goal of continual improvement. Is introspective, self-regulatory and demonstrates self-awareness.	<ul style="list-style-type: none"> • Reflection is used as a foundation for setting reasonable and appropriate goals for professional development. • Generates and implements improvements or revisions to professional practice based on accurate self-assessments.
Resourceful	Demonstrates initiative, perseverance, and self-efficacy; is proactive, persistent, and an engaged problem solver.	<ul style="list-style-type: none"> • Understands and accepts the responsibility to contribute constructively to efforts to improve the nature and quality of educational experiences for children, youth, and adults. • Models initiative, perseverance, and self-efficacy by being a proactive, persistent, and engaged solution seeker and problem solver.
Student-Centered	Keeps the needs of the students at the center of one's practice; builds positive relationships with students and serves as an advocate when needed. Demonstrates care through expressions of kindness, compassion, and empathy.	<ul style="list-style-type: none"> • Models sensitivity to the needs of individual students, builds positive relationships with them, and is willing to serve as an advocate when needed.

Rigorous	Sets high expectations for all students, rooted in the assumption that all students can learn.	<ul style="list-style-type: none"> • Sets high expectations for all students. • Demonstrates in full range of professional activities that all children and adults can learn, irrespective of racial, social, cultural, linguistic, mental, and physical ability and difference.
Fair	Is equitable and unbiased toward others. Values all identities, perspectives, and backgrounds, and is committed to incorporating diverse perspectives.	<ul style="list-style-type: none"> • Models equitable and unbiased and antiracist behaviors. • Integrates diverse perspectives.
Responsive	Designs and differentiates instruction to engage students' background experiences, thinking processes, strengths, or needs.	<ul style="list-style-type: none"> • Designs instruction to engage students' background experiences, thinking processes, strengths, or needs. • Differentiates instruction to engage students' background experiences, thinking processes, strengths, or needs.