



College of Education
Office of Clinical Experiences
(989) 964-4057

**Elementary/Secondary/
Special Education
Student Teaching Guide**

2025-2026

Attendance

Attendance is required five days a week. Make-up days due to illness will be at the discretion of university supervisor and director of clinical services. Student teachers must notify the cooperating teacher as soon as possible regarding any absence and make arrangements to deliver lesson plans and materials for which they are responsible. Student teachers must also contact their university supervisor immediately. **Absence for any reason or failure to notify the cooperating teacher and university supervisor may result in an extension or termination of the student teaching placement.** Vacations cannot be scheduled on any days that school is in session. Unless directed by the Michigan Department of Education, days of school called off by the district, such as weather, mechanical malfunctions, etc., will not need to be made up.

Attendance to all Clinical Experience seminars, large group (2) or small group (4) is mandatory. For student teachers teaching in their own classroom, they are expected to make arrangements with their building principals to attend any seminars that would take place during their contracted school hours.

Calendar

Student teachers must follow the host school's calendar **NOT** Saginaw Valley State University's semester and vacation calendar. Student teachers are expected to attend in-service training, professional development days, parent-teacher conferences, and any other district or building meetings as appropriate.

- Fall semester student teachers should begin their assignment on the first day of teacher meetings and orientation, as scheduled by the district.
- Winter semester student teachers will contact their cooperating teacher(s) before the end of fall semester. Most student teachers will begin the first day the district resumes following their holiday break.
- **NO** vacation or time off may be scheduled during the student teaching assignment.

Dispositions

All student teachers must read and be familiar with the professional dispositions rubric. Student teachers are **guests** in the school building and district and are expected to dress and behave professionally in all relationships with students, parents, faculty, staff and administrators. Student teachers are required to demonstrate professional demeanor and a positive and cooperative attitude. Student teachers must dress in compliance with the host school and university guidelines. Student teachers should expect to adhere to the Michigan Department of Education Model Code of Ethics for Educators (MCEE). The MCEE principles can be found at the back of this handbook; the full code with indicators is available at www.nasdt.org.

Felony Conviction – Criminal Background Check

All students are required to complete the substitute teaching process for the district in which they are placed. This includes a background check and finger printing. Please submit a copy of your **daily substitute teaching permit** from the Michigan Department of Education website to the placement coordinator in the Office of Clinical Experiences. Your daily substitute teaching permit must be obtained and verified through the Office of Clinical Experiences prior to student teaching. Failure to obtain this requirement will result in delaying your student teaching experience. Results of the background check could impact the student teaching placement.

Substitute Teaching

All students must apply to substitute teach through the company that services the district's substitute teaching needs.

If the cooperating teacher and principal agree, after experiencing their cooperating teacher's classroom for two weeks, the student teacher may sub for their **cooperating teacher only**, regardless of the reason the cooperating teacher is out of the classroom. Students may sub a maximum of eight (8) days during their student teaching experience. Student teachers in Early Childhood (8 week) and Elementary (4 week) placements may only substitute in their host classroom and not within other classrooms in assigned schools.

Extracurricular Activities & Coursework

Extracurricular activities such as outside activities, personal needs and obligations, or employment cannot interfere with the student teaching assignment. Extracurricular activities must not interfere with the normal teaching day nor require an early dismissal or late start. As long as there is not a conflict with anything associated with the student teaching placement, and permission has been granted by the Office of Clinical Experiences with input from the cooperating teacher, a student teacher may accept school related activities and positions.

Student teachers may not register for additional courses while completing student teaching and seminar unless approved by the Office of Clinical Experiences. All professional courses for the specific area a candidate will be student teaching must be completed. (e.g. elementary TE professional courses cannot be taken during elementary student teaching, secondary TEMS professional courses cannot be taken during secondary student teaching, TE special education professional courses cannot be taken during special education student teaching)

Outside Employment during Student Teaching Policy

The intent of student teaching is to focus all energy and attention with the student teaching assignment. It is expected that a student teacher will not be employed during this period (full-time or part-time). If a circumstance requires a student teacher to need employment during the student teaching assignment, the student must complete the required form (found at the back of this guide) and file it immediately with the university supervisor. The university reserves the right to address any employment situation when it impacts the student teaching performance and/or dispositions.

Liability Insurance

You are required to obtain liability insurance. This insurance is available through the Aspiring Educators of Michigan (AEM) which is the student MEA/NEA organization. The fee to join is \$27 annually and the membership is from September 1 through August 31 of any year. (<http://www.mea.org/aem>)

Social Media

Student teachers are to devote their entire focus in the classroom on student learning. Use of cell phones and other technologies while teaching is prohibited unless directly tied to the lesson. Student teachers are to follow individual school district policies and procedures for posting on social media sites before posting any pictures of children or classroom activities.

Professional Growth Plan

When an area needing improvement is noted, the university supervisor will develop a professional growth plan to help student teachers address area(s) that need improvement. A sample of the professional growth plan is in the back of this guide. A meeting with the university supervisor, cooperating teacher and student teacher will take place to discuss the area(s) of concern. A copy of the professional growth plan will be sent to the Office of Clinical Experiences. The university supervisor, cooperating teacher and student teacher will review this plan 2-3 weeks following implementation to determine the next steps. If needed, the director of clinical experiences will become involved.

If a student chooses not to sign the professional growth plan by the specified due date, it will be assumed that the student teacher has elected to withdraw from the program.

Probation Plan or Cessation of Student Teaching

If the student teacher fails to make improvement in the area(s) of concern on the professional growth plan, this will result in a failed student teaching experience.

A failed student teaching experience is when a student teacher is unsuccessful following a professional growth plan or is asked to leave their placement immediately. If this occurs, the student teacher would need to complete a probation plan before being considered for an additional placement. If the student teacher completes the probation plan successfully, they may be considered for another placement for the next semester and may have to pay to retake the student teaching experience. If the student has a second failed attempt, they will not be given another placement resulting in termination of student teaching.

Sample Probation Plan or Cessation of Student Teaching

Teaching Performance

1. Substitute teach at least fifteen days before the end of the school year. Evidence must be provided for this experience (i.e., time sheets, payroll receipts, etc...).
2. Write a reflection on your experiences related to what you have learned about to enhance your teaching such as: successful strategies for classroom management; planning, preparation and organization; engagement of students; and your disposition. Email this document to the university supervisor, placement coordinator and director of clinical experiences.
3. Additional strategies:

Career Exploration

1. Contact Career Services to complete a mock interview video. When complete, email your video to the placement coordinator and director of clinical experiences.

Upon successful completion of all requirements, a meeting will be held with the placement coordinator, university supervisor and director of clinical experiences to determine continued eligibility for student teaching. A probation plan must be completed prior to the end of the semester.

Your options are:

☐ to complete the above tasks and work with the placement coordinator to possibly secure a placement for the _____ semester. You will need to enroll in the same courses as you did for the _____ semester.

☐ to not seek the teaching certification or endorsement.

Student Signature

Date

Responsibilities of Student Teachers

At the elementary level, the student teacher is expected to teach in all content areas and with all ability levels. Secondary/special education student teachers are expected to teach in their content areas equivalent to a full time teacher.

Student teachers will:

- Read the contents of the student teaching guide.
- Register as a substitute teacher in the district where placed (MDE daily permit).
- Video Recording: Provide a list of students in your classroom who have a school video release on file. If a release is not on file at the school, please have student return a signed video release which is located at the back of this guide. Turn all forms into the Canvas site. If a parent refuses to sign a form, make sure child is excluded from any video recordings.
- Be punctual and present in the classroom.
- Student teachers are to be engaged in the lesson/activity whether teaching or not.
- Lesson planning is to be done during assigned prep hours, before school, or after school.
- Inform the school in advance of anticipated absences, or as early as possible on the day an emergency arises. More than two absences during student teaching may need to be made up at the discretion of the university supervisor.
- Notify your university supervisor of any persistent problems in your student teaching.
- Be aware that personal computer or phone use are inappropriate during instructional time while student teaching.
- Practice accepted professional ethics including: respect for confidential information, classroom behavior, dress, mannerisms, and language. See MCEE at www.nasdt.org.
- Plan thoroughly, in writing, for all teaching responsibilities. An acceptable lesson plan is expected for every lesson to be taught and must be available to university supervisors or cooperating teachers. As student teachers begin, a longer format lesson plan will be required until the university supervisor and cooperating teacher give permission to reduce the format. See example of lesson plan guide in the syllabus.
- Seek and accept advice and help from cooperating teachers and university supervisor.
- Become acquainted with and follow the host schools' educational policies and practices, specifically those associated with classroom management and safety.
- Attend and participate in school meetings and activities, i.e. department meetings, faculty meetings, parent/teacher conferences, etc.
- Attendance and active participation in **ALL** student teaching seminars is mandatory.
- Participate in periodic and final evaluation conferences with the cooperating teacher and the university supervisor.
- Review the periodic and final evaluation forms and maintain the final evaluation for your records. Evaluations are available to student teachers through Tk20, the online assessment platform, for 5 years.
- Maintain a student teaching notebook that includes the student teaching guide, lesson plans, rubrics, evaluations, student learning impact, attendance form, other correspondence, etc. Some of these forms will be uploaded to Canvas.
- Provide the university supervisor with regular electronic submissions of teaching. These submissions will be reviewed through tags, comments and connections with the teaching performance rubric by student teacher, university supervisor, peers and/or cooperating teacher.
- As requested by the university supervisor, provide electronic journal entries and video uploads.
- Tag, provide comments, relate your teaching to the assessment rubric and reflect upon your teaching following review of your video submissions. In addition, you may be required to review, tag, comment, show connections with the assessment rubric following review of video submissions uploaded by peers or university supervisor. Student teachers will be required to upload a minimum of three video submissions per semester.

- Upload required information to Canvas: attendance forms, teaching and planning schedule, video permissions, 30-50 hour log (secondary/K-12 certification), mid-term evaluation, and school and district contribution log.
- Submit self-evaluation of teaching performance (addendums if required) and dispositions, candidate review into Tk20.
- Complete MDE exit survey.
- A student teacher who is removed from any student teaching experience or removes oneself will be governed under the Office of Clinical Experiences policies as a failed student teaching. The director of clinical experiences and university supervisor will determine if an additional student teaching placement will be allowed. The new placement will not occur until the following active student teaching semester. Student teaching is offered only during fall and winter semesters.

Responsibilities of the Cooperating Teacher

A key person in the student teaching program is the cooperating teacher. This skilled professional is a successful certified classroom teacher who assumes the responsibility of mentoring a student teacher on a one-to-one basis. Each teacher has developed a style of teaching from which the student teacher can profit while continuing to develop his/her individual style, initiated in professional course work.

While the primary responsibility of the cooperating teacher is to the students in his/her classroom, we also ask that the cooperating teacher help provide the student teacher with a feeling of security in this new assignment. Several cooperating teachers and student teachers have suggested the following:

- Prepare students for working with a student teacher.
- Help the student teacher become a member of the school community. Include the student teacher where appropriate in any school related meetings, conferences, or activities.
- Encourage the student teacher to participate in school meetings and activities.
- Provide a work area for the student teacher and share responsibilities wherever possible, accepting him/her as a co-worker and professional colleague.
- Share your expectations of what the student teacher is to do while student teaching in your classroom, i.e., what time to arrive at school, extracurricular activities, meetings to attend, etc.
- Schedule weekly instructional planning sessions with the student teacher.
- Acquaint the student teacher with pertinent school policies, philosophies, routines, assessment criteria, and discipline methods.
- Encourage the student teacher to send a letter home introducing himself/herself to parents. This might include information regarding the importance of video reflection to enhance teacher performance, why he/she wanted to be a teacher, hobbies, etc.
- Guide the student teacher in preparing daily lesson plans, student learning impact, resources and assessments. Set a schedule for submission of lesson plans, etc. Approve and provide feedback to all plans before they are taught.
- Give specific suggestions to address challenging situations, such as managing a classroom, motivating students, and differentiating instruction. Make sure your school policies and procedures are reviewed regarding seclusion and restraint. SVSU student teachers are to practice effective classroom management strategies when working with students in all settings. However, unless they are officially employed by your school district and have had proper training, they are not to engage in any behavior management techniques that involve secluding or restraining any student. As the host teacher, you must hold the legal liability in the classroom at all times. If you have any questions or encounter any issues of concern, contact the university supervisor and Office of Clinical Experiences (989-964-4979) immediately.
- Encourage the student teacher to experiment with a variety of teaching techniques while utilizing the latest resources and technology.
- Encourage the development of professionalism and professional growth in the student teacher.

- Report excessive absences or tardies to the university supervisor. Sign the attendance form provided by the student teacher.
- Communicate with the university supervisor about the progress of the student teacher.
- A student teacher removed from any student teaching experience will be governed under the Office of Clinical Experiences policies with input from the cooperating teacher. If it is determined by the director of clinical experiences that an additional placement will be allowed, the new placement will not occur until the following active student teaching (fall or winter) semester.

Evaluation of the Student Teacher by the Cooperating Teacher

An important role of the cooperating teacher is providing ongoing feedback to the student teacher. Evaluation takes place formally on two occasions (mid-term and final) but also informally on a daily basis.

Mid-term Evaluation – The mid-term evaluation is completed by the cooperating teacher at the halfway point of the student teaching experience. Once completed, the cooperating teacher conferences with the student to discuss progress and goals for the remaining weeks of student teaching. The student teacher signs this report, adds comments and submits it to the university supervisor. The mid-term evaluation may be handwritten. The mid-term evaluation is provided with the cooperating teacher packet and is available to the student teacher through Canvas.

Final Evaluation – The final evaluation is completed near the end of the student teacher's experience. The link and instructions to access the final evaluation will be sent directly to the cooperating teacher's e-mail. The final evaluation must be completed **online through Tk20**. If cooperating teachers have difficulty accessing the website, student teachers will assist them.

Suggestions for Cooperating Teachers:

- Be specific in daily evaluation of the student teacher's performance, including instruction, behavior, expressions, timing, questioning, movements, mannerisms, etc. Point out successful decisions as well as areas needing improvement.
- Guide the student teacher in developing and understanding the skills of reflection and self-evaluation in order to inform future instruction.
- Engage in frequent conferences with the student teacher to ensure continuous progress and/or early identification of problems. If desired, set scheduled conference times.
- Provide continuous feedback of the student teacher's progress to his/her university supervisor.

Responsibilities of the University Supervisor

The university supervisor will:

- Serve as a liaison between the university, student teacher and host school.
- Interpret the university program to the school.
- Hold regular conferences with student teachers in a face-to-face or on-line format.
- Remind student teachers to participate in additional teacher activities, such as parent/teacher conferences, assemblies, hall duty, sports events, school plays, social programs, and professional meetings.
- Plan and facilitate four small group seminars.
- Review video submissions using tags, comments and student teaching rubric.
- Collect and provide feedback on student learning impact assignment.
- Complete the university supervisor portion of the final evaluation (write narrative and complete two-part checklist).
- Be considered 'on call' if serious problems occur. Do not hesitate to call the Office of Clinical Experiences.
- Recommend pass or fail status of the student teacher. The director of clinical experiences makes the final decision regarding pass/fail status of student teaching.
- Represent Saginaw Valley State University in a positive manner.
- Visit the student teacher's classroom a minimum of two (2) times during the semester. In addition, a review using tags and comments of at least three (3) video submissions is required.
- Observe student teachers and counsel them concerning planning, instruction, classroom management, motivation, human relations, and their general progress and achievement.
- Promote the opportunity for the student teacher to have a variety of educational experiences.
- Maintain individual files for each student teacher.
- Have student teachers upload required information to Canvas: attendance forms, teaching and planning schedule, video permissions, 30-50 hour log (secondary/K-12 certification), and school and district contribution log.
- Review and verify all uploaded student materials.

Responsibilities of the Building Principal/Administrator

The building principal will:

- Assist in determining student teacher placement with certified and highly qualified educator.
- Work with the student teacher, cooperating teacher and university supervisor to make the school and classroom a good place for learning to teach.
- Assist the student teacher and university supervisor in understanding local curriculum and school activities.
- Apprise the student teacher and university supervisor of relevant school/district policies and procedures that have an impact on the program.
- Give approval for the student teacher to substitute in their respective classroom(s).
- Provide a substitute teacher if necessary to allow student teacher to attend large group seminar and release from staff obligations that conflict with small group seminars.

Student Teaching Timeline Guidelines

This is **general information and suggestions** for the student teacher and cooperating teachers. This **may vary** according to the cooperating teacher or the program in which student teachers are enrolled.

12 Week Timeline

<u>Week 1</u> Student teacher becomes familiar with the classroom by observing and helping out as instructed by the cooperating teacher. The student teacher should be introduced as an associate or co-teacher. Student teacher should begin working with individuals and small groups. It is a good idea for the student teacher to be seen in front of the class doing some tasks every day (taking roll, morning rituals, etc.). The student teacher should learn the names of all students, the procedure for taking roll and the organizational procedure for the classroom. Student teacher observes and becomes familiar with the management style used in classroom. <u>Week 2</u> Student teacher <u>may</u> begin teaching lessons as assigned by the cooperating teacher, with detailed lesson plans. Student teacher is a participant/observer in cooperating teacher's lessons. Cooperating teacher continues to model a variety of effective teaching techniques. <u>Week 3-4</u> Student teacher takes more responsibilities for creating and teaching lessons as assigned by the cooperating teacher. There is a teaming approach with the cooperating teacher as the leader.	<u>Week 5-7</u> Cooperating teacher completes the mid-term evaluation and shares it with the student teacher. The student teacher responds in writing and shares the form with the university supervisor and uploads to Canvas. The teaming approach continues as the student teacher continues assuming more responsibility for creating and teaching lessons. <u>Week 8-11</u> When the cooperating teacher thinks the student teacher is ready, the student teacher will assume responsibility for the majority of the planning and teaching (including the student learning impact). The teaming approach continues with the student teacher as the leader. <u>Week 12</u> Cooperating teacher again becomes the lead teacher assigning various roles and lessons to the student teacher. The final evaluation is completed on-line, and shared with the student teacher. Student teacher turns in completed attendance form to university supervisor/Canvas. At the discretion of the cooperating teacher, the student teacher may visit other classes within the school or district. However, because the student teacher's first responsibility is still to the assigned classroom it is suggested that the visits be limited to a day or two. Student teacher should bring to closure all his/her teaching in this classroom and make plans to say good-bye to the students. The student teacher also should return any books, equipment, or other items.
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15 or 16 Week Timeline

<u>Week 1</u> Student teacher becomes familiar with the classroom by observing and helping out as instructed by the cooperating teacher. The student teacher should be introduced as an associate or co-teacher. Student teacher should begin working with individuals and small groups. It is a good idea for the student teacher to be seen in front of the class doing some tasks every day (taking roll, morning rituals, etc.). The student teacher should learn the names of all students, the procedure for taking roll and the organizational procedure for the classroom. Student teacher observes and becomes familiar with the management style used in classroom. <u>Week 2</u> Student teacher <u>may</u> begin teaching lessons as assigned by the cooperating teacher, with detailed lesson plans. Student teacher is a participant/observer in cooperating teacher's lessons. Cooperating teacher continues to model a variety of effective teaching techniques. <u>Week 3-4</u> Student teacher takes more responsibilities for creating and teaching lessons as assigned by the cooperating teacher. There is a teaming approach with the cooperating teacher as the leader.	<u>Week 5-7</u> Cooperating teacher completes the mid-term evaluation and shares it with the student teacher. The student teacher responds in writing and shares the form with the university supervisor and uploads to Canvas. The teaming approach continues as the student teacher continues assuming more responsibility for creating and teaching lessons. <u>Week 8-14</u> When the cooperating teacher thinks the student teacher is ready, the student teacher will assume responsibility for the majority of the planning and teaching (including the student learning impact). The teaming approach continues with the student teacher as the leader. <u>Week 15-16</u> Cooperating teacher again becomes the lead teacher assigning various roles and lessons to the student teacher. The final evaluation is completed on-line, and shared with the student teacher. Student teacher turns in completed attendance form to university supervisor/Canvas. At the discretion of the cooperating teacher, the student teacher may visit other classes within the school or district. However, because the student teacher's first responsibility is still to the assigned classroom it is suggested that the visits be limited to a day or two. Student teacher should bring to closure all his/her teaching in this classroom and make plans to say good-bye to the students. The student teacher also should return any books, equipment, or other items.
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8 Week Timeline

<u>Week 1</u> Student teacher becomes familiar with the classroom by observing and helping out as instructed by the cooperating teacher. The student teacher should be introduced as an associate or co-teacher. Student teacher should begin working with individuals and small groups. It is a good idea for the student teacher to be seen in front of the class doing some tasks every day (taking roll, morning rituals, etc.). The student teacher should learn the names of all students, the procedure for taking roll and the organizational procedures for the classroom. Student teacher observes and becomes familiar with the management style used in classroom. Student teacher <u>may</u> begin teaching lessons as assigned by the cooperating teacher, with detailed lesson plans. Student teacher is a participant/observer in cooperating teacher's lessons. Cooperating teacher continues to model a variety of effective teaching techniques.	<u>Week 2</u> Student teacher takes more responsibilities for creating and teaching lessons as assigned by the cooperating teacher. There is a teaming approach with the cooperating teacher as the leader. <u>Week 3</u> The teaming approach continues as the student teacher continues assuming more responsibility for creating and teaching lessons. <u>Week 4-7</u> The student teacher needs to assume responsibility for the majority of the planning and teaching. <u>Week 8</u> Cooperating teacher again becomes the lead teacher assigning various roles and lessons to the student teacher. The final evaluation is completed on-line, printed and shared with the student teacher. Student teacher turns in completed attendance form to university supervisor. Student teacher should bring to closure all his/her teaching in this classroom and make plans to say good-bye to the students. The student teacher also should return any books, equipment, or other items.
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4 Week Timeline

<u>Week 1</u> Student teacher becomes familiar with the classroom by observing and helping out as instructed by the cooperating teacher. The student teacher should be introduced as an associate or co-teacher. Student teacher should begin working with individuals and small groups. It is a good idea for the student teacher to be seen in front of the class doing some tasks every day (taking roll, morning rituals, etc.). The student teacher should learn the names of all students, the procedure for taking roll and the organizational procedures for the classroom.	Student teacher observes and becomes familiar with the management style used in classroom. Cooperating teacher continues to model a variety of effective teaching techniques. <u>Week 2-3</u> Student teacher takes more responsibilities for creating and teaching lessons as assigned by the cooperating teacher. There is a teaming approach with the cooperating teacher as the leader. <u>Week 4</u> The student teacher needs to assume responsibility for the majority of the planning and teaching.
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A Look at The Model Code of Ethics for Educators (MCEE)

The MCEE serves as a guide for future & current educators faced with the complexities of P-12 education. The code establishes principles for ethical best practice, mindfulness, self-reflection, and decision-making, setting the groundwork for self-regulation & self-accountability. The establishment of this professional code of ethics, by educators and for educators, honors the public trust and upholds the dignity of the profession.

Following are the MCEE principles; the full code with indicators is available at www.nasdtec.net.

Principle I: Responsibility to the Profession

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

Principle II: Responsibility for Professional Competence

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

Principle III: Responsibility to Students

The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

Principle IV: Responsibility to the School Community

The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.

Principle V: Responsible and Ethical Use of Technology

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

The MCEE was developed under the leadership of the National Association of State Directors of Teacher Education and Certification (NASDTEC) and is supported by a number of national education organizations that undergird the profession.



More information, details, and resources are available at: <http://www.nasdtec.net>



National Council
for the Advancement
of Educator Ethics

OUTSIDE EMPLOYMENT DURING STUDENT TEACHING FORM

The intent of student teaching is to focus all energy and attention with the student teaching assignment. It is expected that a student teacher will not be employed during this period (full-time or part-time). If a circumstance requires a student teacher to need employment during the student teaching assignment, the student must complete this form and file it immediately with the university supervisor. The university reserves the right to address any employment situation which impacts the student teaching assignment.

Return this form to your university supervisor.

Student Teacher: _____

Phone Number: _____

Email Address: _____

Place of Employment: _____

Employer's Address: _____

Student's Weekly Schedule: _____

Employer/Supervisor's Name: _____

Employer's Phone Number: _____

Employer's Email Address: _____

Saginaw Valley State University College of Education

Photo, Video, and Audio Release Form

Prior to photographing and video or audio recording individuals as part of the activities of the College of Education, its projects, faculty, teacher candidates, and students, we are required to obtain the consent of individuals 18 years of age or older or the consent of a parent/guardian for individuals younger than 18 years of age.

I hereby consent to the use of photographs, video, and/or audio recordings for the individual identified below. I understand that video recording/photography/audio recording may occur in the context of the school classroom and/or extracurricular activities, education projects, distance learning, and similar educational circumstances.

I understand that photographs, video images, and/or audio recordings may be used only for the following educational purposes:

- Teaching evaluations of Saginaw Valley State University's (SVSU) resident teachers/teacher candidates
- Field evaluations of teacher candidates
- SVSU teacher candidate's reflection of his/her teaching
- Teaching portfolios
- Assignments
- Projects developed by SVSU resident teachers or faculty members

I understand that any photographic images, and video or audio recordings will be used for educational purposes and uploaded to SVSU's GoReact site. Information will not be reviewed by anyone other than the SVSU resident teacher/teacher candidate, the classroom or host teacher, and/or the SVSU supervisor or faculty member of record. I understand that personal information, including the subject's name, will not be associated with any photographic image or video and audio recording.

**Teacher Candidate's
Name (printed):** _____

Address: _____

City, State Zip Code: _____

Parent/Guardian Information for Subjects Under 18 Years of Age

**Child's Name:
(printed)** _____

**Parent/Guardian's Name:
(printed)** _____

Address: _____

City, State Zip Code: _____

*Permission to photograph, video or audio record students in the classroom may have been obtained by participating district.

Signature

Date _____

PROFESSIONAL GROWTH PLAN

Candidate Name: _____ **Date:** _____

School: _____

Cooperating Teacher: _____ **Week #** _____

University Supervisor: _____

Needing Improvement:

Learner Development	☐ Knowing Students
Learning Differences	☐ Implementing Differentiated Instruction
Learning Environments	☐ Respectful Relationships with Students ☐ Implementing Organizational Routines ☐ Supporting Productive Student Behavior ☐ Setting Up and Managing Small Groups
Content Knowledge	☐ Developing Understanding ☐ Facilitating Classroom Discourse ☐ Explaining and Modeling
Assessment	☐ Checking Student Understanding ☐ Feedback to Students
Planning for Instruction	☐ Setting Learning Goals
Instructional Strategies	☐ Coordinating and Adjusting Instruction ☐ Leading Group Discussion ☐ Questioning for Eliciting Student Thinking ☐ Multiple Modes of Communication
Professional Learning & Ethical Practice	☐ Analyzing Instruction for Improving It

Professional Dispositions

- ☐ Recognizes and acknowledges contributions of diverse perspectives of individuals and groups
- ☐ Is competent and current in content and pedagogical knowledge
- ☐ Applies knowledge of effective verbal, nonverbal and written communication techniques
- ☐ Adapts to the demands of changing roles and responsibilities
- ☐ Takes responsibility for impacting student achievement
- ☐ Reflects on the ways behaviors, interactions, & decisions impact the culture & climate of the learning environment
- ☐ Attendance, preparation and appearance
- ☐ Works collaboratively in the communities served

Area Needing Improvement:

Goal:

Area Needing Improvement:

Goal:

Area Needing Improvement:

Goal:

Candidate Signature

Date

University Supervisor

Date

Director of Clinical Experiences

Date

Reviewed and Recommendations:

Candidate Signature

Date

University Supervisor

Date

Director of Clinical Experiences

Date