



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

**Accelerated Certification with
Residency (ACR)
Resident Teaching Guide**

2025-2026

Admissions Process

Admission to the ACR program is twofold. The first step is to apply for admission to SVSU. This application can be found at <https://www.svsu.edu/application>. The final date for admission to the university is determined by the Admissions & Transitions Committee. Once a candidate has been accepted into the university, the application is then forwarded to the Admissions & Transitions Committee for consideration.

Admission to the ACR program requires:

- Fulfillment of all requirements to the ACR program and for admission to SVSU
- A completed bachelor's degree or higher from a regionally accredited institution
- A minimum cumulative grade point average of 3.0
- Attendance at a teacher certification information session
- Successful completion and passing of content area testing required by the Michigan Department of Education for teacher certification, and authorizing SVSU's receipt of the official test results
- Completion of an interview with a faculty member

After these initial steps are completed and the application and interview are complete, the Admissions & Transitions Committee renders a final admissions decision.

Academic Requirements

The ACR program is a rigorous three semester program which includes both coursework and student teaching. It is vitally important to do well in both of these areas. To maintain your status in the program, at the end of each semester, you must pass each course with a minimum of a "C." Courses in which a grade of "D", or "F" cannot be counted towards a candidate's certification. In this event, to earn teacher certification, you must retake the course in the semester in which the grade was earned. For example, if a candidate earned a "D" in a course during the winter term, the candidate would need to retake that course during the winter term of the next academic year. This can be grounds for removal from the program. If a candidate finds themselves falling behind in coursework, it is advised to contact the instructor immediately. If an instructor contacts a candidate about academic performance, it is also advisable to return that contact immediately.

Attendance

Attendance is required five days a week. Candidates must follow the school policy for absence notification. They must also contact their mentor teacher and arrangements must be made to deliver substitute lesson plans and materials for which he/she is responsible. Candidates must also contact their university supervisor immediately. **Absence for any reason or failure to notify the mentor teacher and university supervisor may result in an extension or termination of the resident teaching placement.** Saginaw Valley State University course attendance is mandatory. Candidates are expected to arrange with their building principals to attend any seminars that might take place during their contracted school functions such as staff meetings. Vacations cannot be scheduled during school days. If the candidate has a medical condition that would cause a long-term absence from school, they must contact the director of clinical experiences.

Calendar

In terms of student teaching days, candidates must follow the host school's calendar **NOT** Saginaw Valley State University's semester and vacation calendar. ACR students are expected to attend in-service training, professional development days, parent-teacher conferences, and building and district meetings. **NO** vacation or time off may be scheduled during the resident teaching assignment.

In terms of SVSU coursework, follow the SVSU calendar.

Communication

As with any professional relationship, open communication is vital for success. The main method of contact is through your SVSU email. SVSU email should be checked daily during the academic year. Response time to **all** emails is within 48 hours of receipt. University supervisors must be contacted immediately if any situation occurs. If necessary, the director of clinical experiences will be contacted.

Coursework Completion

ACR students are expected to complete **all** university coursework in a timely manner. The expectation is there are three (3) hours of outside class work per week for each online course. If a situation arises in which a timeline cannot be met, it is the responsibility of the ACR student to contact the instructor and resolve the issue. Any emails from an instructor must be responded to within 48 hours.

Dispositions

All candidates must read and be familiar with the professional dispositions rubric. ACR students are expected to behave professionally in all relationships with students, parents, faculty, staff and administrators. ACR students are required to demonstrate professional demeanor and a positive and cooperative attitude. ACR students must dress in compliance with the host school and university guidelines. They should 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.

Substitute Teaching Permit | Felony Conviction – Criminal Background Check

All resident teachers are required to have **a full year basic substitute teaching permit** obtained by the district. Evidence of the MDE substitute teaching permit needs to be sent to the Office of Clinical Experiences. Submit a copy of your substitute permit from the Michigan Department of Education website to the placement coordinator in the Office of Clinical Experiences. Failure to obtain this document will result in suspension of placement until received, delaying your student teaching experience. Results of the background check could impact the resident teaching placement.

The state requires all ACR candidates to have a full year basic permit on file with MDE while in a residency (co-teaching or paid residency). For the permit, both are considered a "residency" placement. Below is the information MDE provided that can be forwarded to your substitute company:

With our residency programs, it will be important when you apply for Full-Year Basic Substitute permits for the participants to indicate that they are participating in an approved residency program. After adding personal information about the teacher, you'll encounter a question "Is this permit to be authorized by Michigan Compiled Laws 308.1531f (Tribal MOA), 380.1281(3) (Foreign MOU, Residency Program, or Superintendent of Public Instruction Waiver), 380.1233c (Detroit Public School Community District), or 380.505 (University Faculty Public School Academy)?" Answer "Yes" to this question and select "Residency Program - MCL 380.1281(3)." This way, MOECS will not look for passing MTTC scores for these candidates and you'll be able to obtain permits.

Extracurricular Activities

Extracurricular activities such as outside activities, personal needs and obligations, or other employment cannot interfere with the resident teaching assignment or university coursework. ACR students may not register for additional courses outside of the ACR coursework while completing resident teaching and seminars. 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 resident teaching, SVSU coursework, necessary preparation time for teaching/coursework, and permission has been granted by the Office of Clinical Experiences, a resident teacher may accept school related activities and positions.

Outside Employment during Resident Teaching Policy

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

Liability Insurance

Liability insurance protects candidates in the event that they are sued by a parent for something that occurred in school. If you are in a paid residency, you are covered through your school's liability insurance. If you are in a co-teaching residency, you must check with your school to see if you are covered through their liability insurance. If not, you may obtain this through your own insurance agency, or obtain it through the Aspiring Educators of Michigan. Most students in our program get this insurance through this group. It costs \$27 and provides one million dollars in protection. Please visit <https://mea.org/aem/> for more information.

Substitute Teaching

ACR students in co-teaching residencies, in their first semester, with permission of the mentor teacher and principal, and approval by the SVSU university supervisor, may substitute teach for five (5) days within their mentor teacher's classroom. During the second semester, with permission of the mentor teacher and principal, and approval by the SVSU university supervisor, they may substitute teach an additional five (5) days within their mentor teacher's classroom or in another teacher's classroom. If an assignment lasts more than five (5) days, the principal must contact the director of clinical experiences, prior to assigning the candidate.

ACR students in a paid residency may substitute in classrooms during a prep time provided that it does not interfere with their teaching performance.

Certification Procedures

The Michigan Department of Education (MDE) requires teaching candidates to apply for initial Standard Teaching Certificate by using the Michigan Online Educator Certification System (MOECS). Instructions and policies in applying in the MOECS system can be found at:

<https://www.michigan.gov/mde/services/ed-serv/moeecs>

ACR Candidates will apply for their initial Standard Teaching Certificate after all of the following conditions have been met:

- ACR candidate has completed all of the approved ACR program curriculum and final grades (with a passing grade in each approved ACR class) have been posted on their academic transcript
- ACR candidate has completed their lead teacher or co-teaching residency placement requirements as outlined on their Memorandum of Understanding (MOU) document
- ACR candidate must complete the MDE Exit Survey. The MDE will email you the link directly. ACR candidates receive this email in the winter semester they are enrolled in the program (around March)

ACR candidates must also submit a certification packet to the SVSU Office of Certification and Clinical Experiences. This certification packet will include necessary documentation for their initial

teaching certificate application. It will be emailed during the winter semester.

- If you have been convicted of a felony or misdemeanor, or have outstanding criminal charges or warrants of arrest pending against you – submit documentation including the Register of Actions or Judgment of Sentence from a court. If the conviction was expunged, a verification letter is required.
- For candidates seeking Elementary-level teacher certification – you will need to complete and pass the MTTC Elementary Education test in the appropriate certification grade level/grade band. Official MTTC results with a passing grade must be received by SVSU prior to applying for teacher certification.

Dual Certifications

If a candidate has passed two or more MTTC subject area tests, they are eligible to obtain teacher certification in both areas. These tests must be passed prior to admission to the program. If possible, the candidate should find a residency in which they could teach both subjects during the school year. If this is not possible, they could earn certification in both areas, by completing the following:

- Successfully complete their student teaching experience.
- Successfully complete the methods course in the area in which they are teaching.
- Document 25 hours of observation and 5 hours of teaching in the second area.

For example, if a candidate is seeking dual certification in English and Social Studies, and they are only able to teach English, they then can visit a Social Studies class, where they would need to document a minimum of 25 hours of observation, and 5 hours of teaching. They will also need to provide a reflection of what they learned in this experience. This will be documented on a university provided log form. If a candidate who is working towards a K-12 certification, and wants to add a second endorsement, that candidate must contact the certification officer to discuss this.

K-12 Certification

Through the ACR program, a candidate can earn K-12 teaching certification in Physical Education/Health, Visual Arts, and World Languages. To obtain certification in one of these areas, in addition to the candidate's residency, they must also document, using a university provided log form, that they have 40 hours of observation and 10 hours of teaching at the elementary (Grades K-5), middle school (Grades 6-8), and high school (Grades 9-12) levels, as well as write a reflection of what they learned from each level. The teacher of the classroom in which the observation/teaching is taking place must hold current certification in that area. These logs are available in the files section of Canvas.

For example, if a candidate accepts a Physical Education/Health, Visual Arts, or World Languages residency at the high school level, they will need to obtain **40 hours of observation and 10 hours of teaching** at the elementary (Grades K-5) and **an additional 40 hours of observation and 10 hours of teaching** at the middle school (Grades 6-8) level. These hours may be obtained during prep periods. They may also be obtained at a school in another district. For more information, please contact the certification officer.

Professional Growth Plan

When an area needing improvement is noted, the university supervisor will develop a professional growth plan to help resident 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, mentor teacher and resident 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, mentor 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 resident teacher has elected to withdraw from the program.

Probation Plan or Cessation of Resident Teaching

If the resident 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 resident teaching experience is when a resident teacher is asked to leave his/her placement or removes himself/herself from the placement. The resident teacher will be required to complete the following steps before being considered for a second placement. If the resident teacher completes these steps successfully, he/she will be given consideration for another resident teaching placement.

1. When a major concern regarding a resident teacher's teaching performance or disposition has been identified and brought to the attention of clinical experiences; or a resident teacher is overwhelmed and express concern that the placement is not a good fit.
2. A professional growth plan will be developed (university supervisor, resident teacher, mentor teacher) based on severity of concern. The Office of Clinical Experiences reserves the right to connect directly with the resident teacher's placement district; representatives from the Office of Clinical Experiences may be requested to observe resident teacher and meet with district personnel.
3. Expected progress has not been made.
4. Removed from placement.
5. Meeting will be held with university supervisor, resident teacher and representatives of the Office of Clinical Experiences.
6. Consideration for a 4-6 week co-teaching experience to determine whether or not the resident teacher is eligible to continue in a co-teaching placement or be allowed to seek another resident placement; clinical experiences will assist with this placement.
7. A professional growth plan will be implemented during this 4-6 week co-teaching experience.
8. Review of the mutual professional growth plan by university supervisor, resident teacher and representatives of clinical experiences occurs prior to moving forward.
9. Positive progress is noted; resident teacher moves to a co-teaching or second residency placement; clinical experiences will assist with co-teaching placement but candidates will need to seek a residency placement on their own.
10. If concerns on the growth plan are not met and/or little progress is seen, resident teacher will be dismissed from the program.

Responsibilities of the Resident Teachers

At the elementary level, the resident teacher is expected to teach in all content areas equivalent to a full time teacher. Secondary resident teachers are expected to teach in their content area/s equivalent to a full time teacher. Resident teachers will:

- Read the contents of this guide.
- Assure that the **MDE Full-Year Basic Substitute teaching permit** has been obtained for you.
- 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.
- 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 and make arrangements to deliver substitute lesson plans and materials.

- Notify your university supervisor of any persistent problems in your resident teaching.
- Be aware that personal computer or phone use is inappropriate during instructional time while resident teaching.
- Practice accepted professional ethics including: respect for confidential information, classroom behavior, dress, mannerisms, and language. See MCEE at www.nasdttec.net.
- 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 mentor teachers. As resident teachers begin, a longer format lesson plan will be required until the university supervisor and mentor teacher give permission to reduce the format. See example of lesson plan guide in the syllabus.
- Attend all SVSU classes and complete coursework in a timely manner, check all dates for classes, check SVSU email regularly and set aside time each week for coursework. Respond to faculty and university supervisors within 48 hours of a request.
- Seek and accept advice and help from mentor teachers, university supervisors, and faculty.
- Become acquainted with and follow the host school's 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** resident teaching seminars is mandatory.
- Participate in periodic and final evaluation conferences with the mentor teachers and the university supervisor.
- Review the periodic and final evaluation forms and maintain the final evaluation for your records. Evaluations are available to resident teachers through Tk20, the on-line assessment platform, for 5 years.
- Maintain a resident teaching notebook that includes the ACR teaching guide, lesson plans (for each lesson taught), rubrics, evaluations, impact on student learning assessment, 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 resident teacher, university supervisor, peers and/or mentor 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 each 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. Resident 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, endorsement 30 or 50 hour contact log, 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 resident teacher who is removed from any resident teaching experience or removes oneself will be governed under the Office of Clinical Experiences policies as a failed resident teaching. The director of clinical experiences and university supervisor will determine if an additional teaching placement will be allowed. See steps for probation.

Responsibilities of the Mentor Teacher

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

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

- Help and encourage the resident teacher to become a member of the school community. Include the resident teacher where appropriate in any school related meetings, conferences, or activities.
- Assure the MDE Full-Year Basic substitute teaching permit has been obtained for the resident teacher.
- Share responsibilities wherever possible, accepting him/her as a co-worker and professional colleague.
- Share your expectations of what the resident teacher is to do while resident teaching, i.e., what time to arrive at school, extracurricular activities, meetings to attend, etc.
- Schedule weekly instructional planning sessions with the resident teacher.
- Acquaint the resident teacher with pertinent school policies, philosophies, routines, assessment criteria, and discipline methods.
- Encourage the resident teacher to send a letter home introducing himself/herself to parents/families.
- Guide the resident teacher in preparing daily lesson plans, student learning impact and assessments. Set a schedule for submission of lesson plans, etc. Approve and critique 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 resident 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. 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 resident teacher to experiment with a variety of teaching techniques while utilizing the latest technology.
- Encourage the development of professionalism and professional growth in the resident teacher.
- Maintain communication with the university supervisor.
- Communicate with the university supervisor about the progress of the resident teacher.
- Review email messages from the Office of Clinical Experiences to support your role as a mentor.
- Participate in the Office of Clinical Experiences informational meetings when provided.
- Assess resident teacher's teaching performance by reviewing video submissions in GoReact, a video on-line platform and/or observe the resident teacher directly in the classroom. If using GoReact, university supervisors will send links to review resident teacher's teaching performance and update mentors regarding the process of using GoReact. Reviewing videos will be helpful to complete the mid-term and final evaluations especially if mentor teachers are unable to observe in the classroom.
- A resident teacher removed from any resident teaching experience will be governed under the Office of Clinical Experiences policies. If it is determined by the director of the Office of Clinical Experiences that an additional placement will be allowed, see steps for probation.

Evaluation of the Resident Teacher by the Mentor Teacher

An important role of the mentor teacher is providing feedback to the resident teacher. Evaluation takes place formally on two occasions (mid-term and final) but also informally on a daily/weekly basis. In order to complete the teaching performance rubric mentor teachers need to observe resident teachers directly or view their teaching through review of video submissions.

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

Final Evaluation – The final evaluation is completed near the end of the resident teacher's experience. The link and instructions to access the final evaluation will be sent directly to the mentor 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:

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

Responsibilities of the University Supervisor

The university supervisor will:

- Serve as a liaison between the university, resident teacher and host school.
- Hold regular conferences with student teachers in a face-to-face or on-line format.
- Remind resident 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. You may wish to connect with other ACR resident teachers and supervisors to support resident teachers in a year long process of collaboration.
- Review video submissions using tags, comments and the teaching performance rubric.
- Collect and provide feedback on the 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 resident teacher. The director of clinical experiences makes the final decision regarding pass/fail status of resident teaching.
- Represent Saginaw Valley State University in a positive manner.
- Visit the resident teacher's classroom a minimum of two (2) face-to-face times during the placement. Other assessments of the resident teacher's teaching will be completed by reviewing

multiple video submissions (minimum of six required) using tags, comments, and connecting these to the teaching performance rubric. If a resident teacher demonstrates difficulty in teaching, more face-to-face meetings and video submission/review will be required. The frequency of these meetings and review will be determined based on need.

- Observe resident teachers and counsel them concerning planning, instruction, classroom management, motivation, human relations, and their general progress and achievement.
- Promote the opportunity for the resident teacher to have a variety of educational experiences.
- Maintain individual files for each resident teacher.
- Have resident teachers upload required information to Canvas: attendance forms, teaching and planning schedule, video permissions, endorsement 30 or 50 hour contact log, and school and district contribution log.
- Review and verify all uploaded student materials.
- Review and turn in the cooperating/mentor teacher compensation request form during the first month.

Responsibilities of the Building Principal/Administrator

The building principal will:

- Assist in determining resident teacher placements with a certified and highly qualified district mentor.
- Obtain a **MDE Full-Year Basic Substitute Teaching permit** for each co-teacher or resident teacher.
- Work with the resident teacher, mentor teacher, and university supervisor to make the school and classroom a positive environment for learning to teach.
- Assist the resident teacher and university supervisor in understanding local curriculum and school activities.
- Apprise the resident teacher and university supervisor of relevant school/district policies and procedures that have an impact on the program.
- Release the resident teacher from staff obligations to attend four small group evening seminars.

ACR Co-Teaching Timeline Guidelines

This is **general information and suggestions** for the teacher candidate and mentor teacher.

34 Week Timeline

<p><u>Week 1-2</u></p> <p>Candidate becomes familiar with the classroom by observing and helping out as instructed by the mentor teacher. The candidate should be introduced as an associate or co-teacher.</p> <p>Candidate should begin working with individuals and small groups.</p> <p>It is a good idea for the candidate to be seen in front of the class doing some tasks every day (taking roll, morning rituals, etc.). The candidate should learn the names of all students, the procedure for taking roll and the organizational procedure for the classroom.</p> <p>Candidate observes and becomes familiar with the management style used in classroom.</p> <p><u>Week 3-4</u></p> <p>Candidate <u>may</u> begin teaching lessons as assigned by the mentor teacher, with detailed lesson plans.</p> <p>Candidate is a participant/observer in mentor teacher's lessons.</p> <p>Mentor teacher continues to model a variety of effective teaching techniques.</p> <p><u>Week 5-6</u></p> <p>Candidate takes more responsibilities for creating and teaching lessons as assigned by the mentor teacher. There is a teaming approach with the mentor teacher as the leader.</p>	<p><u>Week 7-33</u></p> <p>When the mentor teacher thinks the candidate is ready, the candidate will assume responsibility for the majority of the planning and teaching (including the student learning impact). The teaming approach continues with the candidate as the leader.</p> <p><u>Week 16-17</u></p> <p>Mentor teacher completes the mid-term evaluation and shares it with the candidate. The candidate responds in writing and shares the form with the university supervisor and uploads to Canvas.</p> <p>The teaming approach continues as the candidate continues assuming more responsibility for creating and teaching lessons.</p> <p><u>Week 34</u></p> <p>Mentor teacher again becomes the lead teacher assigning various roles and lessons to the candidate.</p> <p>The final evaluation is completed on-line, and shared with the candidate.</p> <p>Candidate turns in completed attendance form to university supervisor/Canvas.</p> <p>At the discretion of the mentor teacher, the candidate may visit other classes within the school or district. However, because the candidate's first responsibility is still to the assigned classroom it is suggested that the visits be limited to a day or two.</p> <p>Candidate should bring to closure all his/her teaching in this classroom and make plans to say good-bye to the students. The candidate also should return any books, equipment, or other items.</p>
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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 RESIDENT TEACHING FORM

The intent of resident teaching is to focus all energy and attention with the resident teaching assignment, which is considered a full-time job. It is expected that a resident teacher will not be employed elsewhere during this period (full-time or part-time). If a circumstance requires a resident teacher to need employment during the resident 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 resident teaching assignment.

Return this form to your university supervisor.

Resident 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