

POLICIES

Student Teaching Assignments: The Teacher Education and Professional Department (TEPD) Chairperson, or designee, will coordinate and monitor assignment of all faculty and student teachers.

Assigning Student Teachers to Centers: The planning for student teaching begins a full semester prior to the expected student teaching semester. Students attend a general informational meeting to begin the planning process. When students submit their student teaching application, they must identify three centers for their student teaching assignment. If there are special circumstances, such as eligibility for ADA accommodations, single parent, parent, or established residency of 10+ years, they should write a description indicating their situation in the appropriate space on the student teaching application. Students, who have established their needs according to the above criteria as judged by the department's Coordinating Council, will be considered first for assignment to a center.

Because Central Michigan University has more students than can be placed for student teaching in or near Mt. Pleasant, other student teaching centers have been developed in various parts of the state. These centers, located throughout the state, facilitate opportunities for placements in multicultural and best practice settings. This means that student teachers may be assigned to schools away from their homes. All student appeals related to student teaching placements will be addressed by the TEPD Chairperson, or designee, after the student has interviewed with his/her assigned coordinator. Forms for student appeals related to the student teaching assignment and assignment to a student teaching centers are located in the "Forms" section of the *Student Teaching Handbook* on the TEPD website: www.tepd.cmich.edu. Each step in the appeal process must be followed before proceeding to the next. The judgement of the Coordinating Council is final.

Student teachers, after submitting their application for student teaching (EDU432 and EDU458), will be assigned a university coordinator to oversee their student teaching experience. Student teachers will be assigned to their university coordinator by the TEPD Chairperson, or designee. In addition to supervision by a university coordinator, secondary student teachers may be visited by subject matter specialists from the departments housing their major(s).

Student Teaching Placements: Student teachers will be placed in school districts that have established agreements for this purpose in the various centers. The Department of Teacher Education and Professional Development Chairperson, or designee, will share responsibility with each university coordinator in facilitating the acquisition of these agreements. All agreements must be approved by the Vice-Provost of Academic Affairs on the part of CMU and the TEPD department.

Student Teachers as Substitute Teachers: After the first five (5) weeks of student teaching, student teachers may substitute teach for a maximum of five (5) days for every eight (8) weeks of student teaching experience in their assigned classroom. The student teacher must submit the completed "Substitute Teaching Policy for Student Teachers" form to the university coordinator for final approval. The form must be signed by the:

- Building administrator,
- Cooperating teacher,
- University coordinator, and
- Student teacher

If the cooperating teacher will be absent from the building for short periods of time, the student teacher may assume responsibility for the classroom (without remuneration). The cooperating teacher and the university coordinator must both agree that the student teacher has made sufficient progress related to the goals and objectives of EDU 432 and EDU 458 to assume substitute teaching responsibilities. In this situation, it is the responsibility of the cooperating teacher to arrange with other qualified teachers or administrators to provide assistance and supervision, as needed, to the student teacher.

For all questions concerning the substitute teaching policy, please contact the student teaching office at 989-774-4411.

Placement of Student Teachers in Schools: As the beginning step in the placement process, university coordinators interview student teachers assigned to their centers. The coordinator then begins the placement process. Every effort is made to find a good match between student teachers and their cooperating teacher(s).

Student teachers who are elementary certification candidates may have one eight-week placement in an early elementary grade and another in an upper elementary grade. Some elementary student teachers could be placed for sixteen weeks at one grade level or in an elementary grade for eight weeks and middle school for eight weeks. Students completing early childhood and middle school endorsements along with their elementary provisional certification programs have special placement considerations.

Student teachers who are secondary certification candidates may be placed in their major for eight weeks and their minor for eight weeks. Often, one of these placements will be in a senior high and the other in a middle school. In some cases, secondary students may receive half-day placements in their major for 16 weeks with the second half of the day being assigned in their minor. Much depends on the nature of the school programs and the needs of each individual. Student teachers majoring in art, music, health, industrial education or physical education will need both secondary and elementary experiences, as they will be receiving K-12 endorsements on their certificates. Students with the goal of earning vocational endorsements may be placed for 16 weeks in their area of concentration.

Placements are secured by the university coordinator in cooperation with the school superintendent or his/her designee. **Students cannot pursue their own placements.**

Placement Policy: *Student teachers are not placed in high schools from which they graduated nor in any school where relatives are students or staff.*

Selection of Cooperating Teachers: Different districts use different procedures for identifying cooperating teachers to work with student teachers, but the following criteria must be met:

1. The teacher must have indicated willingness to work with student teachers.
2. The teacher must be recommended by their administration as someone who is qualified to supervise a student teacher.
3. Secondary supervising teachers must be certified in the subjects in which they are supervising.
4. The teacher should be tenured and have completed at least two years in the current building.
5. Final approval of cooperating teacher selection is the responsibility of the university coordinator.

Policy on Observing, Evaluating and Documenting the work of all Student Teachers

The university coordinator will:

1. Make six formal and informal visits, one of which can be a video, to the assigned classrooms/schools to observe and assess the student teacher's work based on identified criteria;
2. Record observed strengths and needs of each student teacher;
3. Share observed strengths and needs which have been recorded with the student teacher and provide copies to the cooperating teacher and the student teaching office;
4. Discuss and establish a plan of action for addressing identified needs;
5. Continue to give feedback on progress toward addressing identified needs;
6. If the student teacher does not show appropriate progress in addressing identified needs, discuss continuing concerns with the student teacher and cooperating teacher and notify the TEPD Chairperson, or designee.
 - a. Inform student teacher that the TEPD Chairperson, or designee, will be apprised of the situation;
 - b. Provide copies of observation evaluations to the TEPD Chairperson, or designee;
 - c. If the student teacher is a secondary certification candidate, contact the subject matter specialist to arrange for observations and feedback;

- d. Copies of the subject matter observations and feedback are to be sent to the university coordinator, the cooperating teacher, the student teacher, and the TEPD Chairperson, or designee;
 - e. Develop an extensive action plan with the student teacher and the cooperating teacher to address the area(s) of concern. Action plan requirements should be signed by all parties involved and a copy sent to the TEPD Chairperson, or designee;
 - f. After a period of time as specified in the action plan and additional observations by the university coordinator and cooperating teacher, progress should be assessed. If no significant progress occurs, the TEPD Chairperson, or designee, will be contacted to determine the next course of action for each situation.
7. Students who have a valid concern relating to their placement or evaluation by their university coordinator or the TEPD Chairperson, or designee, must utilize the appeal process for students. There is an appeal form in the “Handbook and Forms” section of the *Student Teaching Handbook* on the TEPD website: www.tepd.cmich.edu. Initiation is the responsibility of the student and must be commenced within five days of the disputed decision.

Expectations of the University Coordinator

Field experiences are an important component of the teacher education program at Central Michigan University. During the student teaching field experiences, students translate theory into practice. Due to the size of the teacher education program and the interest in providing diverse field experiences for its students, Central Michigan University has established centers throughout the state of Michigan. Since these centers are used primarily for the student teaching field experience, the concept of a field-based university coordinator has been developed. It becomes each coordinators responsibility to provide student teachers with high quality field experiences.

There are a number of expectations for each coordinator who must work collaboratively with public school personnel, student teachers, the student teaching office and Teacher Education and Professional Development.

The university coordinator is expected to work collaboratively with **all K-12 school personnel** to:

1. Communicate the field experience program and the teacher education programs and policies of the Student Teaching Office, (TEPD), the College of Education and Human Services and the University to the K-12 school community;
2. Recognize and follow policies established by the school in which student teachers are placed;
3. Visit cooperating teachers and administrators to discuss the progress of student teachers;
4. Provide strategies for evaluative feedback related to the student teaching experience for cooperating teachers;
5. Provide evaluative feedback related to university coordinator observations for cooperating teachers;
6. Provide formative and summative evaluations for student teachers;
7. Assist and advise concerning problems involving student teachers during their field experiences;
8. Support the student teaching field experience in a tactful and positive manner;
9. Provide or acquire in-service experiences or consulting services, when requested, for administrators, cooperating teachers and other public school personnel;
10. Recognize public school personnel in various ways for services rendered;
11. Attend public school functions, if possible, to better understand the programs available to students in a school district.

The university coordinator is expected to work collaboratively with **student teachers** to:

1. Secure appropriate student teaching placements and continuously evaluate the environment in which the student teacher has been placed;
2. Communicate effectively with each student teacher regarding placements, schedules, meetings, observations, visitations, and evaluations;
3. Effectively teach courses designated by TEPD as an integral part of the field experience to enhance the transfer of theory to practice;
4. Formally observe and document the progress of each student teacher a minimum of six times (one of which can be a video) in sixteen weeks to effectively collaborate with the cooperating teacher in the evaluative process (*eight week placement observations-three to four times and special education observations-four to five times*);
5. In addition, informally visit each placement as often as necessary to provide suggestions, recommendations and solutions regarding problems confronting the student teacher or cooperating teacher;
6. Conference with student teachers and cooperating teachers after each formal observation to provide positive feedback and suggestions for improvement;
7. Act as a mentor/coach for assigned student teachers;
8. Provide quality orientation experiences for student teachers and cooperating teachers;
9. Provide diverse experiences during the student teaching semester.

The university coordinator is expected to work collaboratively with the Student Teaching Office and TEPD to:

1. Positively support the mission and goals of the Student Teaching Office and TEPD;
2. Meet deadlines on required forms, schedules, placement lists, etc.;
3. Attend scheduled field and department meetings on a regular basis;
4. Participate in staff development for personal and professional growth planned by the Student Teaching Office, the department and/or other sources;
5. Involve TEPD, or designee, in the resolution of problems;
6. Responsibly manage resources.

Each university coordinator is expected to maintain data in each center and/or in the Student Teaching Office as requested as documentation of these expectations.