Center for Clinical Experiences

Jillian Davidson
Director of Clinical Experiences

Kimberley Hewitt
Asst. Director of Partnerships and Professional Readiness

Mindy Keck
Coordinator of Clinical Experiences

Sarah Kunik
Executive Office Specialist

Sarah Carman
Senior Office Specialist
Goals for Application Meeting

- Requirements for admission to student teaching and certification
- Completing the application process
- Placement process for student teachers
- Comments and suggestions
Shannon Ebner
Associate Director of Professional Education
CEHS Academic Advisor

EHS Building 421
989-774-3309
What We Do

CPR/FA

ICHATS

Legal Issues
CPR and First Aid Requirement

Must be a MDE approved provider
Visit ehs.cmich.edu/css for approved list

- Take signed copies of cards, front and back, to EHS 421
- Must be valid through application for MDE certification

Due Date for Fall 2019 student teaching: Friday, March 15, 2019
CPR and First Aid Requirement

American Heart Association: this course will meet Michigan Department of Education requirements for First Aid and Child (and infant) CPR including the AED.

Cost: $75

Register online at www.healthedu.com Health Education Associates
Contact: Robin Owens, RN, Health Education Associates, at robin.m.owens@gmail.com or 616-889-0821 with any questions.

Class choices available for 2019 fall semester:
Feb 2 (Sat) 9am-3pm @ CMU, Mt Pleasant - Pearce 135
Feb 11 (Mon) 5pm-11pm @ CMU, Mt Pleasant - Pearce 135
Feb 23 (Sat) 9am-3pm @ CMU, Mt Pleasant - Pearce 135
Mar 13 (Wed) 5pm-11pm @ CMU, Mt Pleasant - Pearce 135

Register as soon as possible – classes fill quickly!
There will be a $10 charge for the processing of the ICHAT. Print receipt and return to the Center for Student Services. You may want to print several copies.

ICHATS are good for any courses requiring a field component for one calendar year from the date it was run. Students participating in global experiences will be required to submit a current ICHAT.
Legal disclosure four times during the program:

1. Application to the teacher education program
2. Application to pre-student teaching experience
3. Application to student teaching
4. Confirmation of MOECS application for Provisional Teaching Certificate
You must report any new legal issue to your University Coordinator and the Center for Student Services within two business days.

Do not go back to the classroom. You cannot student teach with an open legal issue.

Candidates with legal issues will not be guaranteed placement.
MTTC Test

All elementary candidates must pass the MTTC Test #103

• Elementary candidates will also take appropriate endorsement tests

Secondary candidates must pass their major content MTTC test – and are encouraged to pass the minor MTTC test

mttc.nesinc.com
Degree Progress

- **Academic History** highlight courses in your major/minor
- **Calculates GPA**
- **Post Bac** see S. Ebner
- **Conditional Approvals** be aware of requirements
Check on Everything

- Diversity: Can complete audit from CSS website
- MTTC Tests: mttc.nesinc.com
- Degree Progress: Online via centrallink
- Certification: Michigan Department of Education
Eligibility Requirements

1. CMU overall GPA of 2.70 or higher
   
   (If < 2.70 then the placement process will be delayed until you have been approved. Coordinators will begin placement process when advised to by the CCE)

2. Additional Academic Requirements
   
   Completion of ALL Professional Education (EDU) classes with a C+ or higher (EDU 107 B or better)

   Successfully Complete SPE 504
Eligibility Requirements

3. Departmental Approval of all teachable Major(s) & Minor(s)
   - 75% of course work completed in major(s) & minor(s)
   - Minimum of 2.70 GPA in major(s) & minor(s)
   - Some departments have set their GPA greater than 2.70
   - Meet all other departmental requirements for major(s) and minor(s)
   - C+ or better in all methods classes
   - Students transferring classes into CMU are responsible for checking with their departments to see if grades are included in computing the GPA for their major(s) or minor(s).
   - History does not use transfer grades in calculating the GPA.
   - All substitutions must be at the Registrar’s office, 123 Waminer, prior to submitting ST application. Degree Progress is your friend!
Conditionally Approved:
Teacher Candidate fulfill outstanding departmental requirements and be moved to approved prior to the start of the field experience semester.

Not Approved:
Teacher Candidate will not be able to complete their outstanding departmental requirements prior to the start of the field experience semester.

Action Needed
Check with your department advisor to see what is needed and to make a plan to meet requirements.
Access the Application

1. Go to your Student Information Sheet
   https://www.cmich.edu/_layouts/ehsinformationsheet/
2. Scroll down to the student teaching section
3. Select ‘Student Teaching Application’ to access the electronic application

The online Application is DUE no later than 2pm on Thursday, January 31, 2019.
Spring 2016 Student Teaching Application

You are on step 1 (Legal Disclosure) of 7. (All fields are required.)

The Central Michigan University (CMU) Teacher Education Program mandates that candidates disclose any misdemeanors, felonies or other campus-related disciplinary incidents at the time of:

1. Application to the Teacher Education Program
2. Application to Pre Student Teaching
3. Application to Student Teaching
4. Program completion/certification.

I understand if I answer "YES" to any question below, I will be required to submit either a Judgment of Sentence and/or Register of Actions specifying the crime(s) for which I have been charged or convicted of, dates and sentences imposed, or other appropriate documentation. I will then be contacted to schedule an appointment with the Assistant Director of Professional Education in the College of Education and Human Services.

Have you ever been charged with, arraigned for, plead guilty to, or convicted of a felony?

- Yes  
- No

Have you ever been charged with, arraigned for, plead guilty to, or convicted of a misdemeanor?

- Yes  
- No

Do you have any open or pending criminal charges or warrants in Michigan, or any other state or jurisdiction?

- Yes  
- No

Have you ever had a teaching/administrator certificate denied, revoked, or suspended?

- Yes  
- No

Have you ever been denied admission to, or removed from a teacher education or any professional program, college, or university?

- Yes  
- No

SAVE & CONTINUE
Spring 2016 Student Teaching Application

You are on step 2 (Verification of Basic Information) of 7.

Below is the information currently on file for you. If your address or emergency contact information is incorrect, please click the corresponding link to correct it prior to completing your application to pre student teach. You must refresh this page to see any updated information. To do so click here.

**Personal Information**

Name:  
Student ID Number:  
Global ID:  

**Address & Phone**

Current Address:  
Permanent Address:  
Home Phone:  
Cell Phone:  

**Emergency Contact**

Name:  
Relationship:  
Phone:  

**High School Information**

High School:  
Location:  
Date of Graduation:  

[SAVE & CONTINUE]  [SAVE]
Spring 2016 Student Teaching Application

You are on step 3 (Placement Preferences) of 7. (All fields are required.)

CMU Information

- **Cumulative GPA:** 3.08
- **Expected Graduation:** May 2016
- **Pre-student Teaching Course:** BIO 502
  - **School:** Midland High School
  - **Completed:** Spring 2014-2015
- **Pre-student Teaching Course:** BIO 502
  - **School:** Great Lakes Online Education (GLOE)
  - **Completed:** Spring 2014-2015

Placement Choices

<table>
<thead>
<tr>
<th>Placement Center</th>
<th>City I will be living in</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Choice</td>
<td>Bay</td>
</tr>
<tr>
<td>2nd Choice</td>
<td>Mid Michigan</td>
</tr>
<tr>
<td>3rd Choice</td>
<td>Genesee</td>
</tr>
</tbody>
</table>

Placement Requirements

There are no placement requirements options for your major.
Spring 2016 Student Teaching Application

You are on step 4 (Majors and Minors Information) of 7.

This section allows you to specify information for each of your majors and minors.

Listed below are each of the teachable majors/minors assigned to you per the Registrar's office. If the information below is incorrect you should contact the Registrar's office immediately to correct the situation. You should not submit your application until the information below is accurate as this may affect your approval standing.

On the form below you should indicate your major/minor advisor, department where your major/minor was signed, the courses that have been completed or you are currently enrolled, and additional courses you plan to take prior to student teaching. Also, please list any other departmental requirements to be completed prior to approval to student teach. Please see the examples below.

### Biology Major

**Advisor**  
John Scheide

**Department**  
BIO

**Courses for this Major/Minor**  
15 items checked

**Other Courses**  
Ex: Animal & Chemical Safety

**Planned Courses**  
Courses you plan on taking or transferring in before student teaching.

### Chemistry Minor, Teaching

**Advisor**  
Janice Tomask

**Department**  
Chemistry

**Courses for this Major/Minor**  
7 items checked

**Other Courses**  
Ex: Animal & Chemical Safety

**Planned Courses**  
Courses you plan on taking or transferring in before student teaching.

Students must have a 2.70 GPA and 75% of coursework completed in each of their teachable majors/minors in order to be eligible to student teach. Students are responsible for checking with departments to see if any of their student teaching requirements differ or if additional information must be submitted prior to approval. **Note:** A=4.0, A-=3.7, B+=3.3, B=3.0, B-=2.7, C+=2.3.
Spring 2016 Student Teaching Application
You are on step 5 (Special Considerations, Activities, and Self Description) of 7. (All fields are required.)

Special Considerations, Activities, and Self Description

Describe any special considerations that could affect your placement in a classroom. (Bilingual/bicultural, elementary/secondary, international experiences, K-12 certification, middle level or early childhood endorsement, transportation problems, housing concerns, part-time employment, health challenges: vision, hearing, allergies, etc.)

Due to my obligation to the U.S. Army Reserve I have to stay within 50 miles of my unit, which is at 1501 M. Henry St. Bay City, MI 48706. I am studying biology and chemistry, so my certification will be secondary, but due to the nature of those subjects the courses I am highly qualified to teach are primarily taught at the high school level.

Characters Left 1655

Identify any school activities such as clubs, organizations, or sports in which you would like to assist as a supervisor or coach.

I enjoy all opportunities to grow myself as a person, so I welcome diverse experiences. As far as personal experience and interests I have experience coaching wrestling, and would be very open to coaching track & field, specifically working with sprinters, relays and hurdlers. I also enjoy working with service organizations such as a Student United Way or National Honor Society. As a future science educator I am open to Science Olympiad or any STEM related organization. Overall, I am open to anything that could help build school community.

Characters Left 1454

Discuss yourself, including your interests, hobbies, work experience and travel. List any information you feel would be helpful to a prospective supervising teacher. Include what might be your strongest characteristics as a prospective teacher with special attention to experiences working with young people in or out of a school situation.

I am interested in life, how the world works, how people interact with one another, and themselves. There's nothing I love more than purposefully diving into the metacognition of a friend. I want to know what makes them tick, what gets them out of bed in the morning, their opinion on current events, life, God, nature, and food. I enjoy reading, specifically: the Harry Potter Series, Dan Brown novels, self-development books, organizational theory, and professional development. Some activities that "fill my bucket" are: facilitating leadership education, church, fishing, and spending time with family. I wish I could add physical fitness to this list, but hopefully that develops as an "acquired taste." I worked at Joe's Pizzeria for two years in high school. Then, I labored for Sherrif-Golin Roofing. After that StomMaster Exteriors LLC brought me on as a foreman and marketing/sales team member, and I worked weekends at Eddie's Pizza. I tutored biology and chem at CMU, served as program director at the Student Residence Hall in the summer, and taught at a middle school during the fall.

Characters Left 17

Spell Check

SAVE & CONTINUE SAVE ONLY
Spring 2016 Student Teaching Application
You are on step 9 (Narrative Evaluation & Diversity Requirements) of 7. (All fields are required.)

Narrative Evaluation & Diversity Requirements

Describe your understanding of Concept and Knowledge-Driven Practices:

I view the CLEAR concept model as three pillars, each with four supports. Just as a stool with three legs will not rest upon two, the three pillars in this educational model are all necessary for the growth and development of students. The three pillars are Concept and Knowledge-Driven Practices, Learner-Centered Practices, and Reflective Practice to Diverse Roles and Settings. Each of these three pillars have Subnet Matter, Pedagogy/Technology, Professionalism, and Assessment Obstacles. Concept and Knowledge-Driven Practices includes most of the "what" and "how" of teaching, practices that focus on the process of presenting concepts and knowledge. This encompasses the level to which the content needs to be known, how to teach the content, what professionalism looks like in the classroom, and how to assess.

Content knowledge seems simple, but an educator must know every angle of a subject, and be able to portray excitement about it as a means of student engagement. This superior content knowledge also

Describe your understanding of Learner-Centered Practices as it relates to classroom teaching:

Though all of these practices should be viewed of equal magnitude, I consider this one to be the most important. I believe that if an educator is focused on student learning that being content and knowledge-driven, and being reflective to diverse roles and settings will follow suit. Making student learning the priority forces an educator to bring their best self, their best content, and best practices to the classroom every day. It forces educators to reflect on the school they are in and the role they play in their students' lives, and utilize that role, recognizing those roles and utilizing good educational practices in the classroom.

All students can learn, and all have different needs for learning. In trying to meet all of those needs, it is necessary for educators to diagnose needs of learners and classes, provide multiple learning pathways and appeal their lessons to all learners. Educators must know how to engage students and stay critically relevant, looking for ways to spark student interest. Teachers must

Describe your understanding of teaching for Reflective Practices to diverse roles and settings:

The entire premise of this pillar is that there is no "one-size fits all" for education. Every school and student is different and instruction needs to reflect those differences. Chris Edm in attended schools with his Hip-Hop Education program in New York City, but that does not mean a similar program would be as successful in rural Wisconsin. Its program was successful because it was focused on the students and schools which the program would service.

One must understand the many hats an educator wears. I had a professor, Dr. Ogletree, that said "you might be the best example of humanity those kids see all day," and I really took that to heart. An educator must understand the diverse roles they play in students' lives. Since an educator may come from a different background than their students, they must be open to a variety of ideas, and be able to support a diverse group of learners. Teachers are a part of the schools

Diversity Requirements Met

Race/Ethnicity: Yes
Socio-Economic: Yes
Gender: Yes
Exceptionalities: Yes
ESL: Yes
Non-Urban Setting: Yes
Urban Setting: Yes

Save & Continue  Save Only
Notes to Help with the Application

• CLeaR Conceptual Model Questions – Use CCE Website

• Write your essay responses in a Word document, check spelling, etc., then copy and paste into application

• Read understanding and policies section carefully before checking off
Make sure there are no errors

This application will be shared with school administration, prospective cooperating teachers and University Coordinators. This is your first impression to a potential employer.
More Notes for the Application Process

Remember to:
• Download your application
• Save it for future use
• Print a hard copy. Review it.

This is a formal application, no changes to the application will be accepted once submitted.

Once submitted check your SI sheet for updates.
Next Steps

Electronic Student Teaching Application due by Thursday, January 31, 2019 at 2:00 pm

Student Teaching Courses are Co-requisites and therefore must be registered for simultaneously. To do this, place both courses in the “planned courses” section and then submit your registration.

If you are Completing
General Ed Student Teaching

General Education Students
22371957 EDU 458 (10)
22371925 EDU 432 (3)

Special Education Students
22374080 EDU 458S (10)
22371925 EDU 432 (3)

If you are Completing
Special Ed Student Teaching

Cognitive Impairment Students
22373726 SPE 458 (9)
22373743 SPE 522 (3)

Emotional Impairment Students
22373722 SPE 456 (9)
22373745 SPE 581 (3)

Go to the CCE website.
Read everything!

Adhere to the due date of March 15, 2019 for additional materials
Overview of Placement Process

- Assigned to a Center
- Assigned to a University Coordinator
- Visitation Day/Interview with Cooperating Teacher
- Placement Notification or Orientation Meeting
- Placement Interview with a University Coordinator
- Eligibility Notification from Center for Clinical Experiences
- Placement Confirmation
Five Student Teaching Centers

- Capital Area
  - St. Johns
  - Lansing

- Mid-Michigan Area
  - North of M57

- West Michigan Area
  - Grand Rapids

- North Metro – Detroit Area
  - Oakland/Macomb

- South Metro – Detroit Area
  - Wayne/Washtenaw/Monroe
Alternate Regions

Clinical Experience

Students registered through CMU, but wanting to student teach through a guest institution. Special considerations required.

- Indicate “out of state” for placement center
- There are two alternate region forms to submit to CCE, these will be provided to you via email.
- Submit the forms to the Clinical Experience Office via email at ehscce@cmich.edu.
- Sign up after meeting
Special Considerations

- Eligibility for ADA Accommodations
- Parent
- Military Obligations
- Home Ownership

Not because you have a leased apartment
Placement is a Privilege

The Cooperating Teacher is opening their classroom to you.

Numerous factors are taken into consideration when making placements.

For example districts may require:
- that the principal assigns the placements
- that the student teacher has a specific minimum GPA
- we place there only in the fall semester

Your assigned University Coordinator has a professional relationship with districts and teachers in the area you will be living.

Please be assured that the placement they make is in your best interest.
Do’s of Placement Process

DO get to know your University Coordinator (UC)

DO prepare for your UC interview

DO contact your UC with any questions – always the first contact

DO check your SI sheet for updates on departmental approvals, etc.

DO contact your Cooperating Teacher (CT) once identified by the UC & set an interview time

DO be professional during your interview with the CT. The placement is not complete until you’ve completed the interview. Be prepared and look professional.

DO send a thank you or email to the CT after the interview.

Attend Professional Development Conference in Fall Semester
Do NOT attempt to make your own placement.

Please understand that if you contact a PK-12 school, you will have put your student teaching placement in jeopardy.

It is the responsibility of the University Coordinator to which you are assigned to locate your student teaching placement.
Placement

Process Notes

- You will receive an eligibility email once all requirements are complete
- You **cannot** enter the classroom until you receive that notification
- Review the SI sheet often for departmental approval updates
<table>
<thead>
<tr>
<th>Communication</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emails, cell phones, texting, social media, digital dirt</td>
<td>Enthusiasm, passion, commitment, student-centered</td>
</tr>
<tr>
<td>Dress</td>
<td>Building Relationships</td>
</tr>
<tr>
<td>Piercings, tattoos, blue jeans, hats, revealing clothing, follow school’s dress code</td>
<td>University Coordinator, Cooperating Teacher, building teachers, students and parents</td>
</tr>
</tbody>
</table>
All teacher candidates follow the district calendar based on their placement (NOT CMU’s calendar). This includes start days, holidays, weather days, etc. The final day of fieldwork is the Thursday before graduation.

Teacher Candidates are not to miss fieldwork days for any reason other than illness or unavoidable emergencies. Documentation may be required.

You will have six scheduled seminar days (5 at your assigned regional center and the Teacher Candidate Conference). These are class sessions and attendance is mandatory.

Absences for any reason will require candidates to work with their seminar faculty regarding make-up time, assignments, and/or other related information.
I understand that it is my responsibility to have read all of the requirements for student teaching as described in the following:

- the Bulletin under which my majors and/or minors are signed, specifically “Standards Leading to Teacher Certification,”
- The Student Teaching Handbook, available on the CCE website ehs.cmich.edu/cce

I understand that I must have departmental approval in all teachable major(s) and minor(s) in order to be eligible to begin student teaching, whether or not I plan to student teach in each of my major(s) and minor(s).
I understand that if I withdraw my Student Teaching Application, it is my responsibility to provide the Center for Clinical Experiences in EHS 421 with a written, dated notification of this withdrawal and to notify, in person or by telephone, my assigned University Coordinator. To be considered as an applicant in a subsequent semester, I must reapply before the deadline. I understand that the Center for Clinical Experiences does not keep inactive applications from one semester to the next, nor does the center reactivate inactive applications.

I understand that all placements are tentative even after student teaching has begun. Extenuating circumstances might make changes necessary. I will accept any changes in a professional manner. I understand that it is my responsibility to obtain copies of my final evaluation(s) from my University Coordinator. I understand the Center for Student Services keeps one copy of my Final Evaluation.
Understanding of policies

I understand that I will not be placed in any high schools where I was a student or where family members are students or staff members. If I am inadvertently placed in such a school, I will alert my University Coordinator immediately.

I understand I must have successfully completed a pre-student teaching field experience to be eligible to student teach.

I understand that in order to secure a high quality, best practice student teaching placement, *I may not be placed in my first choice of Student Teaching Center.*

I understand I will be held accountable for my individual conduct as described in the CMU Student Code of Conduct.

I understand that as a student teacher, I am not insured under CMU health/medical or accident insurance policies. I am responsible for my own health and/or medical expenses if I should get injured during my student teaching placement.
Understanding of policies

I understand that the global student teaching experiences through TEPD operate under a "no refund" policy. Fees paid by candidates are used to pre-pay costs for on-site supervision, housing, group excursions, and fees charged by local schools. Since all of these fees are pre-paid at the beginning of the international student teaching experience, no refunds will be available in the event a candidate returns, or is sent home.

I understand that CMU requires completion of an ICHAT background check prior to student teaching. I also understand that my host district may require a digitized background check and that I am responsible for that cost.

I understand that I am under obligation to report any changes in my legal status, to the Center for Student Services within TWO business days of the event change. Effective February 1, 2009 the Michigan Department of Education (MDE) is mandating that court records for students with a criminal conviction(s) will be forwarded to the MDE for evaluation prior to the issuance of a teaching certificate.
Student Teaching

Dominican Republic

November 2- December 7, 2019 (5 weeks)

- ~$3,000 + airfare
  - Housing – homestays
  - Excursion
  - Breakfast & dinner each day
  - Transportation for program events
- Bilingual schools – English instruction
  - All schools are K-12
- Travel with faculty
- Deadline for Applications: January 31st @ 5:00 pm
- TEPD Scholarships for Study Abroad due March 15th

Contact: Dr. Kristina Rouech, rouec1k@cmich.edu or Dr. Jason Artero arter1jc@cmich.edu
Questions or Concerns?

Contact:
ehscc@cmich.edu

989-774-4411 or 989-774-7662