

Center for
Clinical *Experiences*



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CENTER FOR CLINICAL EXPERIENCES

Welcome to the Office of Clinical Field Experiences at CMU!

Teaching is a wonderful privilege! It is a profession that is not learned overnight, or through one field experience. Great teaching develops over time and is supported by the knowledge of master teachers willing to share their expertise with those just beginning their career. Just as doctors participate in practicum experiences, the field placement experiences are most beneficial when guided by a master teacher.

We are grateful to our Cooperating Teachers, Schools and Principals who readily open their doors to CMU Teacher Education Candidates. Our teacher candidates are incredibly fortunate to be placed in environments that foster a co-teaching philosophy. CMU knows that the partnership it has with schools in the region are a critical component of its program. The CMU Teacher Education program would not function without the continued support and collaboration of school districts.

This handbook is meant to meet the needs of Pre-Student Teachers, Student Teaching Candidates, Cooperating Teachers and University Staff and instructors so all stakeholders are aware of the components of the CMU Teacher Education Program. The information includes a general timeline of expectations related to the clinical experiences and the documentation required by the Center for Student Services (CSS) and the Center for Clinical Experiences (CCE) at Central Michigan University. This handbook is subject to change for State compliance standards and University program needs.

CMU welcomes feedback regarding its Teacher Education Program. If you should have any issues, please do not hesitate to contact us as soon as possible.

Office of Clinical Field Experiences

989-774-3662

ehscce@cmich.edu

www.ehs.cmich.edu/cce

Clinical Field Experiences in Brief

The Center for Clinical Experiences, through various educational settings and situations, empowers our students to develop and embrace their teaching skills. These settings include traditional classrooms, along with online opportunities to work with children.

From the first semester in EDU 107 through the capstone student teaching experience, students learn to teach through a wide variety of clinical experiences developed in partnerships with school districts across Michigan and beyond. Students looking to broaden their horizons may take part in a faculty-led, **global experiences** in both their Pre-Student Teaching and Student Teaching days.

Observational Hours - 1st Field Component

Students first experience a classroom during their EDU 107 course, Introduction to Education, during their freshman year. Students observe classroom settings by contacting an instructor in the local community or visiting a classroom where they once attended. Students are required to complete 45 hours of observation, before applying to admission to Teacher Education.

Pre-Student Teaching – 2nd Field Component

The Pre-Student Teaching experience is the second of three field components in the teacher education program. Each education student is partnered with a P-12 classroom teacher in a local school for a ten week classroom commitment. Students commuting to the University are allowed to complete their pre-student teaching in a school district close to their home. The Pre-Student Teaching candidate cannot be placed in a district he or she attended. The Pre-Student Teaching Director and Coordinator distribute necessary information and forms to each Pre-Student Teaching Candidate during the first week of the semester. Students cannot obtain their Pre-Student Teaching course until they have been admitted into the Teacher Education Program. Successful completion of Pre-Student Teaching is required before student teaching.

- Elementary Education Pre-Student Teachers enroll in their Pre-Student Teaching course during the first semester after being admitted to the Teacher Education Program.
- Secondary Education Pre-Student Teachers enroll in their Pre-Student Teaching course within their major content area after being admitted to the Teacher Education Program.

Student Teaching – 3rd Field Component

The student teaching clinical experience, in most cases, is the final semester of the Central Michigan University Teacher Education Program. The primary purpose of Student Teaching is to create an opportunity to transfer theory of the teacher preparation program into real classroom and school environment experiences.

Not until they have completed the practice portion of their training is the teacher prepared for the classroom.

Many factors come into play when determining a student's placement such as major/minor content area, school districts with agreements, availability of tenured teachers, Student Teacher's GPA, etc. The Student Teacher will work closely with their assigned University Coordinator, who will secure the best placement. The Student Teacher cannot seek their Student Teaching placement. All Professional Education courses must be completed successfully and students must meet all eligibility requirements prior to approval for Student Teaching.

Definition of Terms

Center for Clinical Experiences (CCE): The CCE office is located in Education Human Services, Room 421 (EHS 421). CCE places students in their Pre-Student Teaching and Student Teaching field placements, as well as nurturing partnerships throughout the educational community. For information call (989)774-3662 or visit the web at www.ehs.cmich.edu/cce.

Center for Student Services (CSS): The CSS office is located in Education Human Services, Room 421 (EHS 421). CSS handles the Teacher Education admission process, graduation, and certification issues. For information call (989)774-3309 or visit the web at www.ehs.cmich.edu/css.

CLear Model: Central Michigan University's professional education program is designed to provide candidates with a conceptual framework of professional practice that is concept and knowledge-driven, learner-centered, and promotes reflective practice, referred to as the CLear Model. Click here for more information on the [CLear Model](#).

Cooperating Teacher: Classroom teacher assigned to assist and mentor a teacher education candidate during their field experiences. Classroom teachers who agree to supervise a teacher education candidate must be recommended by their building principal and meet the requirements as outlined in the standard School District Agreement.

Dispositions: Professional dispositions address the Teacher Candidate's commitment to the students, the learning process and the profession. The Professional Education Faculty and staff expect candidates for a Bachelor of Science in Education to exhibit these professional dispositions.

Diversity: There are six diversity requirements that all education students must meet prior to being recommended for certification through the State of Michigan: Urban/Rural, ESL, Exceptionalities, Gender, Socio-economic status, Race/Ethnicity.

Mandatory Student Teaching Application Meeting: This meeting is held during the first week of classes in the semester, prior to Student Teaching, in preparation for the Student Teaching semester. Meeting dates and times will be posted. Detailed information will be provided at this meeting, regarding the clinical experiences application and related items that are required prior to Student Teaching.

Placement: The placement is the assigned classroom where the teacher education candidate completes their field requirements. The Center for Clinical Experiences staff makes placements, so that all articulation agreements are followed. Classrooms/labs and buildings are selected in cooperation with the school's designated administrator. Students are NOT allowed to seek field placements, as doing so may jeopardize their placement in the program.

Pre-Student Teacher (PST): The Pre-Student Teacher is enrolled in a set of Professional Education Sequence courses, which prepare the PST for teaching. The PST is responsible for making sure they have chosen the right career path and are dedicated to building and instructing a classroom that functions for ALL learners.

Pre-Student Teaching Field Experience (PSTFE): This experience is offered in conjunction with teacher education methods courses. The PST is required to apply theories and ideas from the methods classes in a real classroom setting. The Pre-Student Teaching Field Experience must be completed successfully prior to Student Teaching.

Pre-Student Teaching Evaluation:

- 1) **Midterm Evaluation**, which is completed approximately four to six weeks into the ten week experience by the Cooperating Teacher to gauge the progress of the Pre-Student Teacher and areas that will be focused on during the rest of the field experience.
- 2) **Final Evaluation**, is a summative assessment which consists of a rating scale and a narrative of the student's level of performance in the categories of the Professionalism and Pedagogy. The four to six-week evaluation and the final evaluation almost mirror each other.
- 3) **Ongoing evaluation**, takes place every two to three weeks through electronic Survey Forms to the Cooperating Teacher to monitor candidate progress. These evaluations represent the daily and weekly formative assessment of a Pre-Student Teacher's growth toward the fulfillment of professional goals and objectives.

Professional Education Unit (PEU): An entity comprised of faculty and staff who apply time and resources to the oversight and implementation of all aspects of professional education programs at the initial and advanced levels. The Professional Education Unit (PEU) is recognized by Central Michigan University as one of many components in the University structure.

School District Agreement: Agreement between Central Michigan University and the schools' governance boards, specifies conditions for Student Teaching. All schools where Student Teachers are placed must have a signed agreement with CMU.

Special Education Endorsement: This endorsement prepares teacher candidates of exceptional students at the elementary and secondary level. Special Education is an endorsement added to the General Education degree. Teacher Candidates complete a Student Teaching experience in a Special Education placement and then student teach the following semester in their General Education clinical experience. Special Education students are advised by Center for Student Services advisors. Special Education Teacher Candidates must attend the Mandatory Student Teaching Application Meeting in the semester prior to their Special Education placement and they must attend the Mandatory Student Teaching Application prior to their General Education placement.

Student Information (SI) Sheet: The Student Information Sheet is located on the CSS website (www.ehs.cmich.edu/css). Scroll down to "Check your Program Status." To view this information, Teacher Candidates will need to input their global ID and password. All information related to an individual's Teacher Education Program is available for viewing. Teacher Candidates should check this information on a regular basis.

Student Teacher: Teacher Candidates enrolled in EDU 432 (3 hours) and EDU 458 (10 hours) completing the final field based component (student teaching) of the teacher education program.

Student Teaching Center: There are several Student Teaching Centers in Michigan. This allows for Teacher Candidates to student teach in their home area. Each Center has several University Coordinators who work with student teachers.

Student Teaching Conference: This occurs after an observation when the Student Teacher interacts verbally with the Cooperating Teacher and the University Coordinator. The conference should be conducted in an area where confidential information can be exchanged.

Student Teaching Evaluation: There are three kinds of evaluations:

- 1) ongoing evaluation, which represents the daily and weekly assessment of a Student Teacher's growth toward the attainment of professional goals and objectives;
- 2) four week on-line Progress Evaluation, which is done by both the Cooperating Teacher and the Student Teacher as a tool to gauge the progress of the Student Teacher and areas that will be focused on during the rest of the field experience;
- 3) Final Evaluation is done on-line and matches the content in the Progress Evaluation. The decision to grant credit for the student teaching experience is the responsibility of the University Coordinator.

Student Teaching Interview: Meeting between the Student Teacher and University Coordinator where the desired student teaching placement is discussed and determines the criteria used for seeking placements. The interview is scheduled during the semester preceding student teaching.

Student Teaching Seminar (EDU 432): In this three credit course, Student Teachers meet regularly with their University Coordinators to access, analyze, and reflect on their classroom experiences. Attendance at all class sessions is required.

Subject Matter Specialists (SMS): Departmental faculty that visit secondary Student Teachers in their field placement are called SMSs. Not all departments have SMSs. The department schedules the observations with the Student Teacher.

Teacher Candidate: A Teacher Education student who has been accepted into the Teacher Education program. During this timeframe students will towards becoming a professional educator.

University Coordinator: A faculty member of the Department of Teacher Education and Professional Development working through the Center for Clinical Experiences of Central Michigan University, who arranges the placements, observes the Student Teacher at least six times, provides feedback, and evaluates Student Teachers. The University Coordinator conducts seminars and works collaboratively with schools. University Coordinators are experts in the field of education.

Visitation/Interview Day: The day the Student Teacher visits the building and classroom selected by the University Coordinator for their clinical experience. Student Teaching placements are not considered final until after the potential Cooperating Teacher, building principal, and Student Teacher have completed the visitation/interview day.

Overview

Attendance Policy

The Teacher Candidate is responsible for adhering to the attendance policy at the school where they are participating in a field experience. In addition to the school policy students must also adhere to the attendance policy set by the CCE.

General attendance guidelines are below:

- Give adequate time for arrival on the first day of the experience, and all those thereafter.
- Make the Cooperating Teacher aware of any known schedule changes well in advance of any situation that will cause changes.
- If the teacher candidate is ill and unable to be at school for the assigned day/time, call the Cooperating Teacher before school starts in the morning to let him/her know that you will not be in attendance. Do **not** use email to contact the Cooperating Teacher if you are going to be absent from your host school. The teacher candidate will need to make arrangements to make up the missed hours. If you are Student Teaching, you must complete a **Student Teacher Absence Report**.
- Do not leave the school premises during your scheduled fieldwork time for any reason, unless prior approval has been given.
- The teacher education candidate should be prompt and appropriately dressed.
- **One unexcused absence and/or two late arrivals or the combination thereof, will be reason for possible dismissal from your clinical field experience.**

Pre-Student Teaching specific guidelines:

- The Pre-Student Teacher may change the day/time of their placement **IF** the Cooperating Teacher agrees to the change. All changes are to be recorded at the Pre-Student Teaching Field Experience office through the Placement Verification assignment on Blackboard (Bb). Any changes made after the verification assignment has been completed on Bb, must be cleared by the Pre-Student Teaching Director/Coordinator.
- The Pre-Student Teacher is responsible for submitting the attendance record each visit to the host teacher for signature and verification.
- ***Additional Information:*** *Cooperating teachers are not responsible for the attendance form. It is the candidate's responsibility to make sure that all attendance is accurate and complete. Candidates are responsible for making sure the Cooperating Teacher initials and signs off on the attendance form and getting that form turned into the Pre-Student Teaching Office.*

Bloodborne Pathogens

Each Teacher Candidate is required to complete regular online training prior to entering the classroom. In an effort to keep the Teacher Candidate safe, the training module is designed to provide an awareness of Bloodborne Pathogens, common modes of their transmission, methods of prevention, and other pertinent information. This training is designed to meet the requirements of the Occupational Safety and Health Administrations (OSHA's) Bloodborne Pathogen Standard, 29 CFR 1910.1030. At the end of the training module the teacher candidate will take a quiz.

At the successful completion of the tutorial, there is a certificate that can be printed for the participation records. To access the website visit <http://www.gcctraining.com/user/login.cfm>.

1. Select “New User”
2. Organization ID – 66501m
3. Enter personal identification
4. Follow the prompts. When requested enter the “Job Title” which is either pre-student teaching or student teaching, the semester you will be experiencing the placement, and then the department is TEPD.
5. Choose Bloodborne Pathogens.

CLeaR Conceptual Framework

Central Michigan University’s Professional Education Program is designed to provide candidates with a conceptual framework of professional practice that is concept and knowledge-driven, learner-centered, and promotes reflective practice, referred to as the CLeaR Model. A professional practice that is truly concept and knowledge-driven, learner-centered, and reflective is not readily acquired. Rather, it must be developed and refined through active reflection and inquiry over a lifetime. The Professional Education Program becomes the foundation for a professional career that will continue to evolve and mature. For information on the **CLeaR Conceptual Framework please visit the CCE website.**

CMU Picture ID

Student Teachers are to wear their CMU picture ID every day during their clinical experiences. The CMU picture ID is to be worn to the Student Teaching Visitation/Interview Day.

Confidentiality

It is important to maintain the confidentiality of students and staff at all times. This carries over to any written work you create. Should you wish to discuss a specific situation involving a student/staff member:

- Create a pseudonym for the person in writing. For example, “*Johnny* was fully engaged in the learning task.” The name is set apart through the use of italics. Then include a statement somewhere in your document which indicates that names have been changed to protect their identity.

Photographs should not be taken without permission. Check with the Cooperating Teacher, as many schools already have a policy in place for photographs used for educational purposes.

Social media identities, logon ID’s and user names should not reference a position as a Pre-Student Teacher or the school in which you are working. Do not create blogs or social media sites for the specific purpose of providing commentary on the classroom, or related experiences.

Criminal Conviction Issues

If a Teacher Candidate has any legal issue(s) (besides traffic violations such as speeding), the Teacher Candidate must provide a Judgment of Sentence (if the legal issue is still pending or the Candidate is on probation) and/or a Register of Action when the case is closed, to EHS 421. If a Teacher Candidate has been charged but is pending a court hearing the Candidate has two business days to report the charge to EHS 421 (989-774-3309). For the full explanation and details of the legal procedures for Teacher Education please go to the **Center for Student Services website.**

Dispositions

The Teacher Education Program at Central Michigan University prepares teaching candidates who have the required knowledge (content), teaching skills (pedagogy) and dispositions to have a positive impact on student learning, in order to become effective teachers.

As Candidates move through the Teacher Education Program, certification and K-12 employment, it is important that candidates demonstrate professional attributes needed for success in the teaching profession. The professional education faculty and staff believe that there are specific dispositions that CMU Teacher Candidates must possess if they are to become exemplary educators. Dispositions are reflected in the commitments and virtues that influence behavior toward students, families, colleagues and communities and deeply affect student learning and development as well as the educator's own professional growth. For more information related to dispositions including an explanation of the dispositions process, a concerns form and a dispositions resolution form visit the Dispositions webpage at <https://www.cmich.edu/colleges/ehs/unit/peu/Pages/Professional-Dispositions.aspx>.

Diversity Requirements

All candidates in the teacher education program at Central Michigan University are expected to participate in learning situations and field experiences representing a wide range of diverse settings. In order to be recommended for certification, each candidate must complete their field experiences in such a way as to ensure that all the categories listed below are met. Documentation for each of the field experience criteria will be placed in the Teacher Education Candidate Portfolio. This information will be reviewed at the time of fieldwork assignments for placement purposes. Professional Education courses within the teacher preparation program will prepare Teacher Candidates for dealing effectively with the various field placement types identified below, as well as with other important aspects of diversity such as family structure.

- **Race/Ethnicity** - Candidates will participate in a classroom setting for a minimum of 30 hours with 20% or more non-white students as the basic classroom population.
- **Socio-economic Status** - Candidates will participate in a field experience for a minimum of 30 hours in a school that has a minimum of 20% of students registered for free/reduced lunch.
- **Gender** - Candidates are expected to participate in a classroom setting for a minimum of 30 hours where both male and female students are learners.
- **Exceptionalities** - Candidates will complete a field experience in a classroom for a minimum of 30 hours that is defined as inclusive. The classroom will included students identified as having a physical, mental, or emotional exceptionality, a speech/communication disorder, or as gifted or talented.
- **English Second Language** - Candidates will complete at least one field experience for a minimum of 30 hours in a district that includes an **ESL** student population.
- **K-12 School Setting** - Candidates will complete at least one field experience for a minimum of 30 hours in each of the two school settings of Category 1 (non-urban) and Category 2 (urban).

A Teacher Candidate may meet multiple diversity requirements by spending 30 hours in a specific classroom during their field experience. Prior to visiting a classroom to meet a diversity requirement, a Teacher Candidate should request a Letter of Introduction and Explanation, from the Center for Student Services. Student Teaching University Coordinators will make every attempt to assist with this requirement during the Candidate's field experience, if requirements have not been met. This is not a guarantee, it is recommended that diversity requirements are fulfilled prior to Student Teaching.

All diversity requirements are explained in greater detail on the CSS website: www.ehs.cmich.edu/css.

Dress Code

During all Clinical Experiences all Teacher Candidates are expected to be well-groomed and are to dress professionally. Professional dress for educators is typically defined as **business casual**. Blue jeans and hats are not to be worn in school or during school meetings or professional development meetings. The Teacher Candidate is representing CMU and responsible for showing respect for students, school district, and the University by their professional dress and professional language. Showing respect for students, colleagues, students' parents, and the Education profession is reflected in a Teacher Candidate's appearance and language.

Successful Teacher Candidates:

- Show others that they care about their profession in what they wear by pressing clothing, and having coordinated outfits.
- A great and easy choice for dressing comfortably and professionally as a teacher is to choose a pair of clean tan/navy/black dress pants, a coordinating polo top, and comfortable dress shoes.
- Choose skirts and dresses that fall past the knee in length.
- Wear longer dress/polo shirts, or have their shirts tucked in, being sure to keep all body parts from drawing attention.
- Promote a great learning environment by not distracting students with clothing, dress choices, and accessories. This includes removing piercings of the body and face, and covering up visible tattoos.
- Maintain a well-groomed and healthy appearance and physical presence.
- Physical Education teachers should speak to their host teacher regarding what is appropriate to wear in the PE setting.
- Ultimately students, parents and colleagues do make assumptions and judgements about how much an educator cares about being a teacher by how the educator cares for what they wear, and the way they take care of themselves in appearance.

Medical Marijuana

Under MCL333.26427(b)(2)(B), a person cannot possess or otherwise engage in the medical use of marijuana on school grounds (pre-, primary or secondary). Under the Drug Free Schools and Communities Act, CMU and all public P-12 schools are required to prohibit the possession and use of marijuana on these campuses. Therefore, even if a Teacher Candidate has the appropriate identification card, a candidate may not possess or use marijuana on the CMU campus or as part of a CMU program.

Provisional Teaching Certification Checklist. In order to receive a Michigan provisional teacher certificate Teacher Candidates must apply to the Michigan Department of Education (MDE). For application instructions along with a checklist of requirements please see <https://www.cmich.edu/colleges/ehs/unit/centerforclinicalexperiences/Pages/Forms-and-Handbooks.aspx>.

Social Media

As a Teacher Candidate you are now entering the professional field of education. Part of that responsibility includes adjusting some practices from "college student" to "teacher" appropriate. Look at various aspects of life with a new set of eyes – those of a teacher, Principal, parent or potential employer.

Remove pictures and posts which do not represent the professional educator you are becoming. Teacher Candidates have a very visible presence in a conservative field. Represent yourself as an upstanding member of this profession. When removing pictures and posts be sure to include text messaging, instant messaging, email, blogs, chat rooms, video-sharing Web sites, editorial comments posted on the Internet, and social network sites such as Facebook, LinkedIn, Twitter, Tumblr, Google+, Flickr, and YouTube. *This also includes* photos your friends have of you on their own pages, as everything is linked and easy to navigate. Resources to review include

Two other socially visible areas needing to be updated are your *cell phone messages* and *email address user name*. Do callers hear loud music and a very “informal” greeting? Is your email address a business-like user name, or one which might raise eye-brows (i.e. hotmamma@)?

As a Teacher Candidate you are an educator and a role model for the students in your classroom. There may be times you are working in a classroom in which the Cooperating Teacher utilizes social media for instructional purposes. School Districts generally have an electronic media policy available to read. Should you wish to use electronic media in connection with a lesson you are giving, you are required to obtain permission from the Cooperating Teacher prior to teaching the lesson.

Substitute Teaching Policy

After the first five (5) weeks of Student Teaching, Student Teachers may substitute teach for pay, if the district approves, for a maximum of five (5) days for every eight (8) weeks of Student Teaching experience in their assigned classroom for a maximum of ten days during the Student Teaching experience. All requirements of the host school must be followed. The Student Teacher must receive prior approval from the: Building Administrator, Cooperating Teacher, and University Coordinator. **The CMU substitute teaching form, located in the forms section of this handbook, must be completed and submitted to the Student Teacher’s University Coordinator before the Approval to Substitute Teach is valid.**

- 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.
- If the Cooperating Teacher is absent from the building for short periods of time, the Student Teacher may assume responsibility for the classroom. 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 substitute teaching, contact The Center for Clinical Experiences. For a copy of the Substitute Teaching Permission Form please see <https://www.cmich.edu/colleges/ehs/unit/centerforclinicalexperiences/Pages/Forms-and-Handbooks.aspx>.

Tips for Success!

- **Meet with your advisor regularly.** You should be in regular contact with your major/minor advisor and your Center for Student Services advisor.
- **Monitor your Student Information Sheet.** Any time you change your major/minor be sure that the change is showing on your Student Information Sheet. All application links for Pre-Student Teaching and Student Teaching can be found here. This information will be used to determine if you are eligible to participate in field experiences. Become very familiar with your Student Information Sheet.

- **Handbook Review.** This handbook will help you get through the next few semesters. Refer to it often to be sure you are meeting expectations.
- **Get involved.** Join a Student Organization and become actively involved in your education.
- **Global Experiences.** The Teacher Education and Professional Development Department has opportunities for Teacher Education Candidates in the US and abroad. Watch bulletin boards and check your email for the latest opportunities during your pre-student and student teaching experiences.
- **ePortfolio Monitoring.** Begin collecting artifacts for your ePortfolio. Not sure what to include? Check out the ePortfolio website for sample portfolios along with tips for getting the most from your ePortfolio.
<https://www.cmich.edu/colleges/ehs/unit/centerforclinicalexperiences/Pages/ePortfolio-.aspx>.
- **Visit the Center for Clinical Experiences Website.** For the most update information and announcements bookmark the Center for Clinical Experiences website.
- **Deadlines.** As a Teacher Candidate you will have many commitments to meet in and out of the classroom. Pay close attention to your email and mark your calendars when you receive a notice related to a due date. Missing due dates can result in a delay in your progress. Don't let that happen to you!

Pre-Student Teaching Field Experience

Once admitted to the Teacher Education Program, candidates will be able to enroll in their Pre-Student Teaching course. Admission to the Teacher Education Program from the Center for Student Services must be received prior to enrolling in the class. Additional information can be found on the Center for Student Services (CSS) website: www.ehs.cmich.edu/cce.

The Pre-Student Teaching Field Experience is the second of three field components in the Teacher Education Program. The Pre-Student Teacher is in the midst of their Professional Education coursework and is taking content method, theory, and management coursework. The CMU Teacher Education Program provides opportunities for teacher education students to be in the field as much as possible, with certified and recommended teachers. Seasoned educators are essential to this process, and their advice and guidance are invaluable to teacher candidates.

Each education candidate is partnered with a P-12 Cooperating Teacher in a school for a ten-week, classroom commitment. Teacher Candidates commuting to the University are allowed to complete their Pre-Student Teaching in a school district close to their home. A Pre-Student Teacher cannot be placed in a district he or she attended, or placed in a school or district where they have an immediate family member working.

The Pre-Student Teaching Director or Coordinator of Clinical Field Experiences will distribute necessary information and forms to each pre-student teacher during the first week of their University pre-student teaching course. P-12 field assignments and additional information will be available on the Student Information (SI) sheet, at the start of the semester.

- Elementary education candidates will enroll in their Pre-Student Teaching course during the first semester after being admitted to the Teacher Education program.
- Secondary education candidates will enroll in their Pre-Student Teaching course reflecting their major content area after being admitted to the Teacher Education program.

Fieldwork Courses

During course registration, the Center for Clinical Experiences determines the eligibility of candidates to be in their specified course. Candidates are made aware of the application process the semester prior to fieldwork. **It is the responsibility of the teacher candidate to be aware of the time and expectations that the fieldwork commitment demands.**

Elementary Education - Pre-Student Teaching Courses

COURSE:	PRE-REQUISITES:	CO-REQUISITES:	OFFERED:
EDU 361/362/363 – Pre-Student Teaching Practicum	Admission to Teacher Education, Successful completion (C+ or higher) of EDU 280, or HDF 100, or PSY 220.	Professional Education Sequence Courses	EDU 361 Fall/Spring EDU 362 – Spring in Lansing EDU 363 – Fall in Lansing

***Refer to signed major and bulletin for official program information.

Secondary Education - Pre-Student Teaching (Midtier) Courses

COURSE:	PRE-REQUISITES:	CO-REQUISITES:	OFFERED:
ART 343 – Art in the Elementary School Grades	ART 105, ART 115, ART 118, admit to teacher education		Fall
ART 346 – Secondary School Art and Midtier Observation	Admit to teacher education		Fall
BIO 502 – Teaching Biology	22 hours of Bio, 2.7 GPA in Biology classes		Spring
CHM 507 – Field Experience in Teaching Chemistry and Physics		CHM/PHY 505	Spring
COM 493 – Field Experience in Speech Education	EDU 107	COM 492	Spring
ENG 319 – Teaching Composition in the Secondary School	ENG 101 with a minimum grade of C or ENG 103 with a minimum grade of C and ENG 099 with a grade of CR or ENG 198 with a minimum grade of C; ENG 201 with a grade of C or better. Must have completed 56 credit hours. Admission to Teacher Education program required.		Fall & Spring
ESC 400 – Earth Science Education	Junior standing; 12 hours of ESC, GEL, AST credit. Must have a 'C+' in this course to student teach; Secondary Education majors complete a 30 hour PSTFE		Spring
FRN 412 – Practicum in Teaching Secondary Level French		FRN 411	Fall
FRN 422 – French Practicum: Elementary Field Experience		FRN 421	Fall
GEO 400 – Geographic Education	Junior standing; 12 hours of geography or social sciences. Must have a 'C+' in this course to student teach; Secondary Education majors must complete a 30 hour PSTFE		Fall & Spring
GER 412 – German Practicum: Secondary Field Experience		GER 411	Fall

GER 422 – German Practicum: Secondary Field Experience		GER 421	Fall
HSC 313 – Field Experience in School Health Education	EDU 107, HSC 205, HSC 211, HSC 222, HSC 235, HSC 503 or FNS 370		Fall & Spring
HST 300 – A Midtier Experience for History Majors: Teaching History in Secondary Schools	Completion of a minimum of 15 hours of history on a signed major; admission to teacher education; junior standing		Fall & Spring
MTH 462 – Capstone on Teaching and Learning Mathematics for Secondary Teachers	MTH 362, MTH 363, signed secondary math major or minor		Fall & Spring
MUS 431 – Instrumental Classroom and Rehearsal Methods	MUS 230, admit to Music candidacy		Spring
MUS 433 – Secondary General Music Methods	MUS 280, MUS 333, admit to Music candidacy, admit to teacher education		Fall
PES 395 – Pre-Student Teaching Field Experience	PES 315, EDU 107, 45 hours of pre-professional experience		Fall & Spring
PHY 507 – Field Experience in Teaching Chemistry/Physics		CHM/PHY 505	Fall
PSC 305 – Midtier Teaching in Political Science	EDU 107, 12 hours of political science		Fall & Spring
SCI 400 – Teaching Integrated Science in Secondary Schools	Admit to teacher Ed; at least one course in AST, BIO, CHM, ESC, GEL or PHY		Fall
SPN 412 – Spanish Practicum: Secondary Field Experience		SPN 411	Fall
SPN 422 – Spanish Practicum: Elementary Field Experience		SPN 421	Fall

***Refer to signed major and bulletin for official program information.

Minimum Requirements for Cooperating Teachers

- Master’s degree or Bachelor’s degree with significant progress toward completion of a Master’s Degree
- Interest in working with the Student Teacher
- Minimum of three years successful teaching experience
- Holder of a Professional Teaching Certificate
- Recommendation of the building Principal

Placement Information

- Candidate's fieldwork placement can be viewed by logging onto the **Student Information (SI) sheet** online. Host school website information is also listed. Please be sure to research the school district online prior to the first visit.
- Pre-Student Teachers must have a minimum 2.7 cumulative GPA to be in the field.
- Pre-Student Teachers must have Bloodborne Pathogens Training successfully completed through Blackboard prior to entering the P-12 setting.
- Pre-student Teachers are free to request or suggest schools for placement, but are **NOT** permitted to set up their own placement. Only the Center for Clinical Experiences is allowed to make placement arrangements.
- The Center for Clinical Experiences works with building Principals to make placements. Every attempt is made to fulfill requests of those students asking to meet diversity.
- Each school system has the opportunity to request teacher candidates based on district policies.
- Find the school district calendar to determine any school cancellations that may fall on the assigned dates of fieldwork. It is the teacher candidate's responsibility to make up and arrange an alternate field visit to make up field hours missed.
- Placements are not official until the Cooperating Teacher and/or Principal has met the Teacher Candidate.
- Pre-Student Teachers must contact the Cooperating Teacher at least 4 days prior to the first scheduled visit. You will receive an announcement via Blackboard when it is time to contact your host teacher via email.
- The Pre-Student Teaching Field Experience is to be extended over the semester. Exceptions must be cleared through the course instructor and the Pre-Student Teaching Director or Coordinator of Clinical Experiences.
- The Cooperating Teacher's preparation time is precious. Candidates should seek out another Cooperating Teacher to observe during that time, or work under the direction of the Cooperating Teacher with students.
- The Pre-Student Teacher is responsible for the prompt return of all materials borrowed from the Cooperating Teacher. The CMU's Park Library and the College of Education Learning Commons have teacher education resources available for short term use. <http://library.cmich.edu/>

Pre-Student Teacher Role

During this semester Pre-Student Teachers have the opportunity for classroom field experiences during which they can:

- Observe classroom teachers.
- Gain experience in working with individual students and small groups of students.
- Experience planning, teaching and evaluation of activities.
- Develop an awareness of practices used by experienced classroom teachers concerning classroom management and the maintenance of a positive classroom learning environment.
- Experience some of the other aspects of teaching such as preparing bulletin boards, developing teaching materials, correcting papers, evaluating projects, and attending special functions.
- Develop an awareness of the total school environment.
- Actively participating, learning, and interacting with students and the Cooperating Teacher.

- Reflect on the experience and how it will make them a better educator. Through the use of thoughtful journaling and writing reflections (appropriate length and error free) about the time in the field, candidates will develop a better understanding of how to apply what they have learned in their college courses. Journals and Reflection questions are in the assignment section of Blackboard. Reflection is best done soon after visits to the classroom.

Addressing Instructional Issues of Pre-Student Teachers

Should instructional issues arise in the classroom during Pre-Student Teaching the University Coordinator, Cooperating Teacher, and Pre-Student Teacher will develop a “Plan of Action” and submit the plan to the Director of Pre-Student Teaching. The Director of Per-Student Teaching, Cooperating Teacher and the Pre-Student Teacher will work collaboratively to resolve the issues at hand.

Action Plan, if Needed

When a problem persists there may be an Action Plan developed. Steps in the development include:

1. Formal and informal visits to the assigned classrooms/schools to observe and assess the Pre-Student Teacher’s work based on identified criteria
2. Identify and record observed strengths and needs of each Pre-Student Teacher
3. Share observed strengths and needs that have been recorded with the Pre-Student Teacher and provide copies to the Cooperating Teacher and the Pre- Student Teaching Office
4. If needed, discuss and establish a written **Plan of Action** for addressing identified needs
 - a. Communicate the need for an Action Plan with the Director of the Pre-Student Teaching Experiences.
 - b. Develop an Action Plan with the Pre-Student Teacher identifying the area of concern and the steps needed to address the area for improvement with timeline for improvement.
 - c. Submit a signed Action Plan to The Center for Clinical Experiences, Cooperating Teacher, Pre-Student Teacher, and Director of Pre-Student Teaching with copies to all participants.
 - d. Evaluate progress, with possible solutions.
5. Teacher Candidates who have a valid concern relating to their placement or evaluation by their University Coordinator must utilize the appeal process. There is an appeal form in the “Forms” section.

<https://www.cmich.edu/colleges/ehs/unit/centerforclinicalexperiences/Pages/Forms-and-Handbooks.aspx>.

Initiation of the appeal process is the Teacher Candidate’s responsibility and must be commenced within five days of the disputed decision.

Tips for Success!

- **Be prompt.** Maintain punctual and regular attendance. Notify your Cooperating Teacher of any known schedule changes, well in advance.
- **Respect the Profession.** Teacher Candidates are professionals and should dress accordingly, business casual is acceptable.
- **Expectations and Student Learning.** Cooperating Teachers have high expectations. Discuss the way you will work together to impact student learning and how you will get the most out of your experience in preparation for your own classroom.
- **Be proactive.** Take initiative in the classroom and in the roles you are given. Have a presence and be proactive.

- **Conduct yourself as a professional.** Speak professionally about your students, school, colleagues, the university, its programs, etc. Emails should be held to the same standards.
- **Be prepared.** Detailed lesson plans will be expected and will give you the confidence you need to be a competent teacher. Remember to plan ahead with copies.
- **Establish Relationships.** Win the respect of students through your competence. Establishing a relationship with each of your students, and knowing them by name, is essential for learning to take place. Finding something positive about each student will help you establish appropriate and meaningful relationships.
- **Be a good listener.** Welcome feedback from the Cooperating Teacher and use it to improve your teaching skills. Listen to your students and use the information they share to reach them in your lessons.
- **Become involved in extracurricular activities.** Be available to assist the Cooperating Teacher in supervision of lunchroom /recess, after school activities, or tutoring opportunities.
- **Pre-Student Teachers are guests in the school.** The facilities and materials are there for professional use.
- **Recognize that all teachers have different philosophies of education.** Pre-student teachers are in this field experience learning to be a reflective practitioner, not a teacher evaluator. Negative criticism and opinions are not a part of the fieldwork experience.
- **Cell phone usage restrictions.** Recognize there is no personal use of a phone needed, while in the classroom. Even if your host teacher is allowed to use their phone/cell, this is not the case for pre-student teachers.

Student Teaching Field Experience

During the clinical experience, Student Teachers are enrolled in EDU 432, 3 hours, and EDU 458, 10 hours, for their General Education Student Teaching experience. The primary resource for the Student Teacher and the Cooperating Teacher during the semester is the University Coordinator. If at any time, as a Student Teacher you have any questions, concerns or need information, contact your assigned University Coordinator.

Preparing to Student Teach

Grade Point Requirements

- Teacher Candidates must have an overall GPA of at least 2.70.
- Teacher Candidates are required to complete a core of Professional Education courses with a C+ or better.
- Teacher Candidates are required to earn a C+ or higher in all methods courses.
- Teacher Candidates must maintain an overall 2.7 GPA or higher in all teachable majors and minors. Departments may have additional requirement or a higher GPA requirement.

Pre-graduation Audit

Teacher Candidates should make an appointment with an advisor in Undergraduate Academic Services (UAS) for a Pre-Graduation Audit any time after the signing of the major/minor. UAS advisors will compliment any advice already received with a comprehensive perspective of all university graduation regulations and requirements. Call (989) 774-3504 or visit the office at 123 Warriner Hall to schedule an appointment.

Mandatory Student Teaching Application Meeting

There are two Mandatory Student Teaching Application meetings held at the beginning of the each academic session for Teacher Candidates planning to student teach in the following semester. Candidates will receive valuable information at this meeting including the link to apply for Student Teaching, an overview of Student Teaching requirements and department approval requirements. Teacher Candidates are required to bring a copy of their SI sheet with them to the meeting.

Registering for the Student Teaching Courses

Teacher Candidates will register themselves for three (3) credits of EDU 432 and ten (10) credits of EDU 458A. Special Education Majors will register for (6-10 credits depending on bulletin year) of EDU 458S depending on their program requirements.

Eligibility Requirements

- Overall GPA of 2.7
- Completion of Professional Education Courses with a C+ or higher
- Completion of SPE 504 with a C+ or higher
- Departmental Approval
- Removal of all incompletes

Department Approval

All teachable majors and minors must be approved by the department prior to Student Teaching.

- 75% of course work completed in major(s)/minor(s), secondary candidates must have completed their methods courses

- Minimum of 2.70 GPA in major(s) & minor(s) (Departments can set GPA greater than 2.7)
- Meet all other departmental requirements for major(s) and minor(s)
- C+ or better in all methods classes
- Teacher Candidates 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).

Additional Eligibility Requirements:

- Documentation of attendance at the Mandatory Student Teaching Application Meeting
- Documentation of majors and minors must be at the Registrar's Office prior to submitting the Student Teaching Application. *If the correct major and minor are not at the Registrar's Office, then student teaching will be delayed a semester. Different departments have specific requirements. For example, Biology and Integrated Science require completion of the Chemical and Animal Safety Seminar, some departments require Letters of Reference, and another department may require a higher GPA than the minimum of 2.7. It is the student's responsibility to work with the department.*
- SPE 504 must be completed with a C+ or higher.
- *No open legal issue. Do not apply to student teach if you have an open legal issue. You must report any legal issue within two business days to Center for Student Services (CSS).*
- No University probation of any kind.
- Passing of Bloodborne Pathogens tutorial and test.
- CPR/FA certification with a Michigan Department of Education (MDE) approved provider.
- Successful completion of Pre-Student Teaching.
- ICHAT permission to CSS by required date for each semester.
- One artifact in each of six standards in the e-Portfolio prior to Student Teaching.
- Electronic submission of Student Teaching Application and submission of all requirements by due date.

Eligibility Notification Requirement

General Education Student Teachers must receive an Eligibility Notification via email from the Center Clinical Experiences Office prior to entering the classroom to begin their Student Teaching field experience.

- **A Teacher Candidate will be put on a "Hold" List** if a candidate does not have a 2.7 overall GPA or required departmental GPA in all majors and minors at time of the Student Teaching Application. Student Teaching placement will not be pursued until the 2.7 requirements are met.
- The delay in eligibility due to low GPA may result in a delay in student teaching if a placement cannot be found.
- It is always the district's decision to accept a Student Teacher.

Student Teaching Assignments

The Director of the Center for Clinical Experiences, or designee, will coordinate and monitor assignments of all University Coordinator faculty and General Education Student Teachers. Special Education majors will be placed in their Special Education student teaching assignment by the Special Education Department. This takes place the semester prior to General Education Student Teaching.

Assigning Student Teachers to Centers

Planning for Student Teaching begins a full semester prior to the expected Student Teaching semester. Teacher Candidates attend a Mandatory Student Teaching Application Meeting to begin the planning process. Because Central Michigan University has more Teacher Candidates than can be placed for Student Teaching in or near Mount Pleasant, several other Student Teaching Centers have been developed in various parts of the state. When candidates submit their on-line Student Teaching Application, they must identify three centers for their Student Teaching assignment.

After the application has been submitted the Student Teacher will be assigned a University Coordinator to oversee their clinical experience. Student Teachers will be assigned to their University Coordinator by the Director of the Center for Clinical Experiences, or designee. The assignment of a University Coordinator may change due to variables that develop as the placements for Student Teachers are sought.

If there are special circumstances, such as eligibility for ADA accommodations, single parent, parent, military obligations, or established residency of 10+ years, the Student Teacher must write a description indicating their situation in the appropriate space on the Student Teaching Application. Candidates whose answers establish their needs according to the above criteria will be considered first for assignment to a center.

All Teacher Candidate appeals related to student teaching placements will be addressed by the University Coordinator, the Director for Clinical Experiences, or designee, after the Student Teacher has interviewed with their assigned University Coordinator and completed the visitation at the school. If a student teacher disagrees with the school and/or classroom placement made by the University Coordinator and a compromise cannot be found, the student teacher must submit a rationale in writing for changing the placement with the Director of Clinical Experiences. The Director of Clinical Experiences will meet with the student teacher and University Coordinator to resolve the issue. The decision of the Director of Clinical Experiences is final.

Guidelines for Placement of Student Teachers in Schools

Once the Teacher Candidate has been assigned to a Center, the assigned University Coordinators will **interview** the Student Teachers assigned to their center. This interview may be in person or by phone. After getting information from the Student Teacher, the University Coordinator then begins the placement process. Every effort is made to secure placements within a 40-50 minute drive from the Student Teacher's residence. Teacher Candidates should complete an Interview Form prior to meeting with their University Coordinator. Forms can be found online at <https://www.cmich.edu/colleges/ehs/unit/centerforclinicalexperiences/Pages/Forms-and-Handbooks.aspx>.

Elementary certification candidates, P-8, may have one eight-week clinical experience in an early elementary grade and another eight-week experience in an upper elementary grade. Some elementary Student Teachers might be placed for sixteen weeks at one grade level or in an elementary grade for eight weeks and middle school for eight weeks. Placements can vary depending on the Student Teacher.

Requirements for Specific Endorsements

1. Child Development, **ZA endorsement**
 - a. Teacher Candidates must have a kindergarten placement and may be placed in a
 - b. 1st – 3rd grade for the second clinical experience.

2. Early Childhood Development and Learning, **ZS endorsement** students must have clinical experiences in two of the three areas under the direction of a qualified teacher:
 - a. Infant/toddler = birth through 2 ½ years
 - b. Preprimary = age 2 ½ years through 4 years
 - c. Primary = kindergarten through third grade Early elementary through grade 3

3. Middle Level, **ZL Endorsement**, Grades 5-9 Guidelines

Central Michigan University’s Middle Level Education endorsement is based on the Association for Middle Level Education’s Middle Level Teacher Preparation Standards and approved by the Michigan Department of Education for the Middle Level Endorsement for Michigan Elementary or Secondary Teaching Certificates.

The endorsement requires the following clinical experiences.

- 10 weeks of student teaching in a 5th through 9th grade placement, of which 8 weeks must be spent in a middle level school in a teaming configuration. **The definition of “teaming”**, a group of two to five teachers who have the same students and have a common planning time in addition to individual planning time.
- Elementary Certification Candidates
 1. one sixteen-week placement in a middle level school in a teaming configuration OR
 2. one eight-week placement in a middle level school in a teaming configuration and one eight-week placement in grades 5 or 6 in an elementary school (usually self-contained)
- Secondary Certification Candidates
 1. one sixteen-week placement in a middle level school in a teaming configuration (grades 7 and/or 8) **OR**
 2. one eight-week placement in a middle level school in a teaming configuration and one eight-week placement in grade 9 in a high school subject area

Secondary certification candidates, 6-12, may be placed in their major and minor for eight weeks, or in their major or minor for 16 weeks. Often, one of these placements will be in a senior high and the other in a middle school. In some cases, secondary candidates 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 program, the needs of each individual Student Teacher, and the availability of a qualified Cooperating Teacher.

- P-12 Endorsements: Art, Music, Health, or Physical Education may be placed in both a secondary and elementary experience as they will be receiving P-12 endorsements on their certificates.
- Industrial Education majors: 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. Items listed below make up CMU’s placement policy.

- Student Teachers **cannot** pursue their own placements.
- Student Teachers will not be placed in the high school from which they graduated.
- Student Teachers will not be placed in schools where relatives attend or are a part of the staff.
- Student Teachers, when placed in their assignment, will follow the school district’s calendar.
- Student Teachers will be under the direct supervision of the school and will be subject to the school’s policies and regulations.
- Student Teachers work every day that the Cooperating Teacher works. That may mean weekends and nights.

- Any change in the field experience will be made with the approval of the Principal, University Coordinator, and the Director of Clinical Experiences.
- All costs related to a required background check by the school are the responsibility of the Student Teacher.

Minimum Requirements for Cooperating Teachers

- Master's degree or Bachelor's degree with significant progress toward completion of a Master's Degree
- Interest in working with the Student Teacher
- Minimum of three years successful teaching experience
- Holder of a Professional Teaching Certificate
- Recommendation of the building Principal

Visitation /Interview Day with Potential Cooperating Teacher

The interview between the Student Teacher and the potential Cooperating Teacher(s) and principal(s) is a critically important procedure. The Cooperating Teacher(s) and Principal(s) must feel that the Student Teacher will work well in the assignment, and the Student Teacher must feel comfortable with the assignment for the placement to be finalized. Student Teaching is such an important learning experience in preparation for your ability to have your own classroom that compatibility between those who will be working together is essential. *No placement is considered final until after the prospective Cooperating Teacher, Principal and Student Teacher have completed the Visitation/Interview Day. Student Teachers are to wear their CMU picture ID to this meeting and during student teaching. Dress is business casual.*

As part of the interview process the Student Teacher and the Cooperating Teacher may discuss education issues including but not limited to:

- Classroom management and discipline;
- Subject matter to be taught while the Student Teacher is in the classroom;
- Texts, supplementary materials;
- Teaching methods that may be used in the classroom;
- Basic information about the school rules and procedures;
- The school calendar, school hours, report time;
- Special skills or interests which will enhance the Student Teacher's performance;
- The Student Teacher should also use this day to become familiar with the school community, such as: handbooks, parking, faculty workroom, media center, and office personnel.

During the visit to the district to meet the Cooperating Teacher, Student Teachers should go to the district's Central Office or Administration Building and find out from the main office what the fingerprinting procedure is for the district. Follow those guidelines so that student teaching is not delayed. All delayed starts or time out of the classroom due to failure to meet the district's requirements will extend the student teaching experience.

Suggested Approach to the Student Teaching Semester

Rather than approaching the clinical experience using the old model of weeks of sole teaching responsibility for the Student Teacher, many Student Teaching placements are embracing a teaming model that will benefit the Student Teacher, the Cooperating Teacher, and the students. Working as a

team to meet each student's needs places extra support for student success in the classroom. In this age of increased teacher evaluation, students highly benefit from this approach.

Getting Comfortable in the Classroom

During the initial stage, there is a need for the Student Teacher and the Cooperating Teacher to establish a personal working relationship.

Assuming Responsibilities

Assuming greater responsibility for the classroom most often is a gradual process. The Cooperating Teacher will provide considerable guidance and direction as the Student Teacher's responsibilities are increased. The planning role would move from the Cooperating Teacher doing the planning, to collaborative planning, to the Student Teacher doing the planning. In a collaborative classroom the Cooperating Teacher will be in the classroom, but will be transitioning the planning to the Student Teacher. Always the main focus is on student learning.

Observing the Classroom

A Student Teacher needs to observe the class and the Cooperating Teacher at all points throughout the experience, even toward the end, as the Student Teacher is more perceptive and knows what to look for in a lesson. This does not mean that the student teacher is only observing and not taking part in the classroom activities. The Student Teacher should be encouraged to take notes on what is observed. The Student Teacher's job while observing is to learn something new every time and reflect on what they can integrate into their planning and management when they are planning and teaching a lesson in the future. What the Student Teacher is observing is exactly what the administrator, Cooperating Teacher, University Coordinator observes when they visit a classroom. Those areas are identified below to help the student teacher identify what is important in an observation.

What does the Cooperating Teacher do?

- How does the teacher start the lesson? How does he or she capture the students' interest?
- How does the teacher make the purpose and relevance of the lesson apparent?
- What procedures are incorporated into the body of the lesson?
- What materials are used in the lesson?
- What is the teacher's style of teaching?
- Is the lesson effective? What evidence is used to determine that?
- What provisions are made for individual differences?
- What disciplinary techniques does the teacher use? What ideas can the student teacher use?
- How does the teacher end the lesson? Do the students summarize or does the teacher do the work?
- What evaluation techniques are selected? List ways in which the teacher gives attention to the learning of each student during a discussion period.
- List examples of how the teacher steered the discussion back on track after a student comments or raised questions that temporarily sidetracked the discussion.
- Identify the techniques the teacher uses to motivate the lesson activities in a particular area.
- Identify the components of the lesson.
- What techniques are used to focus the attention of the learner?
- Identify ways that the teacher adapts the lesson to individual differences as the lesson progressed.
- How much of the lesson is review and how much is new work?

- How does the teacher make class drills interesting?

What are the Teacher Candidates doing?

- To what extent do the students participate in the class?
- Is there a balance between teacher-oriented and student-oriented activities?
- Try to identify differences between and among students.
- Identify something positive about every student.
- How many students in the class begin work immediately upon receiving an assignment? How many “put off” the dreaded moment of beginning work? What techniques do they use to put off the work?
- List evidences of incorrect or hazy concepts and brainstorm ways they might have been clarified or prevented.
- Tally the number of times each student was called on during a period of time and the times the student voluntarily participated by asking a question or making a comment.
- Observe one particular student who is interesting or puzzling and record what the student was doing each minute for a given period of time. Analyze the activity pattern of the student. How much time was spent in purposeful activity? Identify the ways in which the student misused his/her time.
- Think about how you might group students for an activity with a partner or with a group of three students who will work together.

Taking on Responsibilities

Beginning about the middle of the second week the Student Teacher will begin moving from limited responsibility to eventually assuming the majority of the planning for the classroom, teaching load and related duties. Of course this is done with the Cooperating Teacher’s collaboration. The Cooperating Teacher may leave the Student Teacher in charge of the room for short and then increasingly longer periods of time, provided that the Student Teacher is demonstrating progress in the development of teaching and classroom management skills and the needs of the students are being met. This model will likely incorporate the Cooperating Teacher in the classroom working with students. It is beneficial for the Student Teacher to assume the lead role and the related responsibilities of a full-time educator in the classroom so they are prepared for their own classroom in the future.

Observations by Cooperating Teacher

It is beneficial for the Cooperating Teacher to observe the student teacher and provide feedback for continuing growth. The Cooperating Teacher is in the classroom every day and the feedback provided is very helpful.

The Final Weeks of Student Teaching

During the final few weeks of the field experience, there will be a gradual transition of responsibilities from the Student Teacher back to the Cooperating Teacher. This will allow time for the Student Teacher to:

- complete all classroom teaching responsibilities
- finalize all assignments and grading
- observe in other teachers’ classrooms and reflect on lessons

Surveys

Michigan Department of Education (MDE) requires an end of student teaching survey that must be completed by the Student Teacher as a part of Student Teaching requirements. After graduation, CMU will survey teacher graduates to determine employment information and will send surveys to improve its program.

Evaluation

Formative evaluation is a measure of how well a Teacher Candidate is doing on a day-to-day basis, while summative evaluation measures how well a person has done after a period of time. During student teaching the emphasis is on formative evaluation, but this process should provide the basis for summative evaluation at the end of student teaching. The major focus of all evaluations is to assist student teachers to develop the skills, knowledge, and dispositions of a professional educator.

At the end of the fourth week of the student teaching the Cooperating Teacher and the Student Teacher will complete a detailed Progress Evaluation of the student teacher's progress. Copies of those evaluations are sent electronically to the University Coordinator. They do this independently, print a copy, and meet with each other to discuss strengths, weaknesses, and to make a plan for future success.

The student teaching Final Evaluation is completed online and matches the Progress Evaluation. The Student Teacher will begin the process by filling in the top of the evaluation, including his/her name, school, district, etc. After the Student Teacher has completed his/her part, the evaluation is sent electronically via emailed to the Cooperating Teacher.

The Cooperating Teacher will receive an email stating that the Final Evaluation has been started and is waiting to be completed. As soon as the Cooperating Teacher completes his/her section, the Final Evaluation will be sent electronically via email to the University Coordinator for their comments. Notification of the completed Final Evaluation will be sent to The Center for Clinical Experiences, the University Coordinator, and the Student Teacher.

Grading the Student Teacher

Students will receive CR/NC for EDU 458 and a letter grade for EDU 432. Both courses must be passed successfully (EDU 458 with "CR" and EDU 432 with C+ or better) in order to earn credit for either course. Five grades are possible for the student teaching field experience at Central Michigan University:

(C)	Credit	(I)	Incomplete
(NC)	No Credit	(Z)	Deferred
(W)	Withdrawal		

The University Coordinator assigns the grade based on the joint evaluations of the University Coordinator and the Cooperating Teacher. In the event of subject matter weakness of secondary Student Teachers, the opinion of the Subject Matter Specialist may be sought.

(*See: Undergraduate Grading System in the Undergraduate *Bulletin*.)

Addressing Instructional Issues of Student Teachers

Should instructional issues arise in the classroom during student teaching the University Coordinator, Cooperating Teacher, and student teacher will develop a "Plan of Action" and submit the plan to the Director of Clinical Experiences. The University Coordinator, Cooperating Teacher and the Student Teacher will work collaboratively to resolve the issues at hand.

Action Plan, if Needed

When a problem persists there may be an Action Plan developed. Steps in the development include:

5. Formal and informal visits to the assigned classrooms/schools to observe and assess the Student Teacher's work based on identified criteria
6. Identify and record observed strengths and needs of each Student Teacher
7. Share observed strengths and needs that have been recorded with the Student Teacher and provide copies to the Cooperating Teacher and the Student Teaching Office
8. If needed, discuss and establish a written **Plan of Action** for addressing identified needs
 - a. Communicate the need for an Action Plan with the Director of the Center for Clinical Experiences
 - b. Develop an Action Plan with the Student Teacher identifying the area of concern and the steps needed to address the area for improvement with timeline for improvement
 - c. Submit a signed Action Plan to The Center for Clinical Experiences, Cooperating Teacher, Student Teacher, and University Coordinator with copies to all participants
 - d. Evaluate progress, with possible solutions – extend student teaching, graduate with non-teaching degree, receive an Incomplete and begin the student teaching in a future semester
5. Teacher Candidates who have a valid concern relating to their placement or evaluation by their University Coordinator must utilize the appeal process. There is an appeal form in the "Forms" section.

<https://www.cmich.edu/colleges/ehs/unit/centerforclinicalexperiences/Pages/Forms-and-Handbooks.aspx>.

Initiation of the appeal process is the student's responsibility and must be commenced within five days of the disputed decision.

Certification

After a Teacher Candidate graduates they must apply for a Provisional Teaching Certificate through Michigan Online Educator Certification System (MOECS) at **www.michigan.gov/moecs**. MDE will forward your MOECS application to CMU for confirmation of all program requirements. An Initial Teacher Certification checklist can be found at the **[Center for Student Services](#)** website.

The Job Hunt

A great place to look for employment opportunities is CMU's Career Services website, see Employment Information at the end of this booklet. Career Services has designed a site just for teaching positions. Your resume is polished by the time you graduate, so now you are ready to load it to this website. You will be entered in the database so that employers searching for specific endorsements can be sent your resume and will have a chance to review your credentials. This is a great place for them to search for just the right person to interview for a position. This site is also a great place for you to find openings in the state of Michigan, across the country, even international locations.

http://www.cmich.edu/about/careers/student/career_services/Pages/TEResources.aspx -or-
<http://bit.ly/OSjIMq> Questions? Please contact Career Services & Central Michigan University Ronan 240 | p: 989.774.3068 | f: 989.774.6608 **www.careers.cmich.edu**

Tips for Success!

- **Be on time.** Find out when you are expected to be on the job and how long staff members are to remain after school. Be on time for all appointments and be eager to stay longer than what is expected.
- **Attendance should be perfect.** Find out procedures to be followed when illness or other emergencies prohibit you from being in the classroom. Always notify your Cooperating Teacher and your University Coordinator if you will be late or absent. **You may be required to continue your student teaching placement to make up for days missed.** You are expected to be at your placement every day and will follow the school calendar.
- **Cooperating Teacher expectations.** Discuss the way you will work together to impact student learning and give you experience that prepares you for your classroom.
- **Conduct yourself as a professional person.** Speak professionally about your students, school, colleagues, the university, its programs, etc.
- **Be prepared.** Detailed lesson plans will be expected and will give you the confidence you will need to be a competent teacher. The lesson plan content in the Instructional Theory Into Practice (ITIP) model is the model used by CMU.
- **Win the respect of your students through your competence.** Establishing a relationship with each of your students is essential for learning to take place. Being prepared, dressing professionally for them, planning exciting lessons, establishing rules and procedures, being fair, and finding something positive about each student will help you establish positive relations.
- **Dress in good taste.** Wear clean clothes that are acceptable in the classroom. No flip flops, low tops, tight clothing, tummy skin, t-shirts, hats, or jeans. Shirts are tucked into pants. Business casual is the acceptable dress. Clean body and hair is a must. Tattoos are covered. Pierced ears only; no other facial piercing.
- **Be a good listener.** Welcome feedback from the Cooperating Teacher and University Coordinator and use it to improve your teaching skills. This is a rare time in your career when you have this experienced help. Listen to your students and use the information to reach them in your lessons.
- **Become involved in extra-curricular activities.** Be available to assist the Cooperating Teacher, to help coach, supervise after school activities, or tutor. Get involved.
- **Student Teachers are a guest in the school.** The facilities and materials are there for professional use.
- **Working and/or Taking a Class is highly discouraged.** The Student Teacher's first commitment is to their students and their classroom. This is the most important semester in preparation for the profession.
- Know that **Snow Days** decisions are based on the safety of the students that travel to school. If seminar is scheduled on the day of a snow day the University Coordinator will inform student teachers if there will be a class based on the road conditions at the time of seminar. Be prepared to go into school if your teacher goes into school.

Special Education Majors

Pre-Student Teaching

The general education Pre-Student Teaching Experience is generally completed the semester prior to Special Education Pre-Student Teaching (SPE 324).

Special Education Student Teaching Experience (Completed your 1st semester)

During the Special Education clinical experience, Teacher Candidates will be completing an advanced practicum (SPE 522/581) of six weeks prior to their student teaching experience of 10 weeks.

Satisfactory completion of the SPE 522/581 course with a C+ or better is required in order to begin the ten week clinical. Special Education Student Teachers will be in a classroom placement within a sixty mile radius of Mount Pleasant for both the six-week practicum and the ten-week clinical experience. These experiences are completed in the same classroom.

- Special Education student teaching placements are made by the Special Education Placement Coordinator.
- Student Teachers cannot pursue their own placement.
- Student Teachers will not be placed in the school district from which they graduated or where relatives attend or are part of the staff.
- Student Teachers will receive a letter containing placement information and further instructions. Students must provide CSE with an active and current mailing address.
- Special Education students will communicate directly with the CSE Department for their Special Education Student Teaching placement information.
- Special Education students will be going through the application process twice, once for Special Education and then again for General Education.

General Education Student Teaching Experience (Completed your 2nd semester)

The Special Education clinical experience will be completed the semester prior to the General Education clinical experience. The general education experience will be your final field experience before graduation.

- Successful completion of the Special Education student teaching must occur before General Education student teaching placements can begin. (Special Education students interested in participating in a General Education Global Experience may appeal the sequence of their clinical experiences in order to participate in the Global Experience.)
- During the semester of Special Education student teaching, Special Education Student Teachers must attend the Mandatory General Education Student Teaching Application Meeting and will use the electronic Student Teaching Application when they apply for their General Education student teaching placement.

Recognize that ALL Special Education candidates MUST be placed in a general education classroom for state certification purposes. This will provide you with the well-rounded experience of building rapport and collaboration with all colleagues.

University Coordinator

Field experiences are an important component of the teacher education program at CMU. The final clinical experience is the last semester of training prior to graduation and is an opportunity to put theory into practice. Due to the size of the teacher education program and the interest in providing diverse field experiences for its Teacher Candidates, CMU has established centers throughout the state. The Central Michigan University Coordinator, a faculty member in the Department of Teacher Education and Professional Development, serves as coordinator of the student teaching clinical experience in the classrooms and schools in each Student Teaching Center. The University Coordinator will make at least six observations of the Student Teacher, one of those possibly including a video observation. In addition to the University Coordinator, there may be an occasion when the Director of Clinical Experiences, the Department Chair, another University Coordinator, or Subject Matter Specialist visits a school and classroom during the semester.

University Coordinator Expectations

The University Coordinator, an experienced classroom teacher and often an experienced administrator, works collaboratively with **school personnel** to

- Communicate the clinical experience program and the teacher education program and policies of TEPD, the Center for Clinical Experiences, the College of Education and Human Services, and the University to the P-12 school community.
- Recognize and follow policies established by the school in which student teachers are placed.
- Visit Cooperating Teachers and administrators to discuss the progress of Student Teachers.
- Provide strategies for evaluative feedback related to the clinical experience for Cooperating Teachers.
- Provide evaluative feedback related to University Coordinator observations for Cooperating Teachers.
- Provide formative and summative evaluations for Student Teachers.
- Assist and advise Student Teachers concerning problems involving student teaching during their clinical experiences;
- Support the student teaching clinical experience in a tactful and positive manner.
- Provide or acquire in-service experiences or consulting services, when requested, for administrators, Cooperating Teachers and other public school personnel.
- Recognize school personnel in various ways for services rendered.

The University Coordinator works collaboratively with **Student Teachers** to

- Secure appropriate student teaching placements and continuously evaluate the environment in which the student teacher has been placed.
- Communicate effectively with each student teacher regarding placements, schedules, meetings, observations, visitations, and evaluations.
- Effectively teach courses designated by TEPD as an integral and required part of the field experience to enhance the transfer of theory to practice.
- Formally observe and document the progress of each Student Teacher a minimum of six times during the semester and effectively collaborate with the Cooperating Teacher in the evaluative process.
- Informally visit each placement as often as necessary to provide suggestions, recommendations and solutions regarding problems confronting the Student Teacher or Cooperating Teacher.

- Conference with Student Teachers and Cooperating Teachers after each formal observation to provide positive feedback and suggestions for improvement.
- Act as a mentor/coach for assigned Student Teachers.
- Provide quality orientation experiences for Student Teachers and Cooperating Teachers.
- Provide diverse experiences during the student teaching semester.

The University Coordinator works collaboratively with the Center for Clinical Experiences to

- Positively support the mission and goals of the Office of Clinical Experiences and TEPD.
- Meet deadlines on required forms, schedules, placement lists, etc.
- Attend scheduled field and department meetings on a regular basis.
- Participate in staff development of personal and professional growth planned by the Center for Clinical Experiences, the department and/or other sources.
- Involve the Center for Clinical Experiences, or designee, in the resolution of problems.
- Responsibly manage resources.
- Maintain data in each Center and/or in the Center for Clinical Experiences as requested (Progress Evaluation, Final Evaluation, e-portfolio submission, MDE surveys).

Observations and Conferences

Most observations are pre-planned with the Student Teacher and the Cooperating Teacher. Each aware of the date and time of the expected visit.

- At the conclusion of each observation, the University Coordinator conferences with the Student Teacher. A private area is preferred. The Cooperating Teacher is welcome to be a part of the conference.
- The University Coordinator frequently asks the Student Teacher for his or her self-evaluation first. Together, they review the effectiveness of the lesson based upon the essentials for effective instruction.
- The University Coordinator and the Student Teacher will discuss classroom management, strengths and weaknesses, and alternative classroom strategies. An example of the Observation Form can be found at <https://www.cmich.edu/colleges/ehs/unit/centerforclinicalexperiences/Pages/Forms-and-Handbooks.aspx>.
- Copies of the Observation will be shared with the Student Teacher, Cooperating Teacher, and the Center for Clinical Experiences and are sent electronically to the Center for Clinical Experiences.
- Subject Matter Specialists: Secondary certification Student Teachers may have a Subject Matter Specialist (SMS) from their major or minor department, schedule observations during student teaching. The SMS will contact the Student Teacher to schedule the observation. Copies of the subject matter observations and feedback are shared with the Student Teacher and Cooperating Teacher, a copy is also sent to the Director of Clinical Experiences. A copy of the observation will be sent to the University Coordinator by The Center for Clinical Experiences and a copy will be put in the student teacher's file.

Seminars

Concurrent with the student teaching experience (EDU 458), students assigned to each center are enrolled in a three credit semester-long course (EDU 432), often referred to as Professional Development or Seminar. This schedule will be provided by the Student Teacher's University Coordinator. All Student Teachers are expected to attend ALL seminar sessions and complete the

assigned work as this is a three (3) credit hour professional education course and MUST be passed with a C+ or better.

The content of this seminar is directly related to issues being faced as part of the clinical experience. Topics such as unit and lesson planning, classroom management, meeting diverse needs of students, technology, assessment, becoming a reflective practitioner, completing an electronic portfolio, and finding a teaching position after graduation are a few of the components of this seminar.

Evaluations

Formative evaluation is a measure of how well a person is doing on a day-to-day basis, while summative evaluation measures how well a person has done after a period of time. During student teaching the emphasis is on formative evaluation, but this process should provide the basis for summative evaluation at the end of student teaching. The primary focus of all evaluations is to assist Student Teachers to develop the skills, knowledge, and dispositions of a professional educator.

At the end of the fourth week of the student teaching the Cooperating Teacher and the Student Teacher will complete a detailed Progress Evaluation of the Student Teacher's progress. Copies of those evaluations are sent electronically to the University Coordinator. They do this independently, print a copy, and meet to discuss strengths, weaknesses, and to make a plan for future success.

The student teaching Final Evaluation is completed online and matches the Progress Evaluation. The Student Teacher will begin the process by filling in the top of the evaluation, including his/her name, school, district, etc. After the Student Teacher has completed his/her part, the evaluation is sent electronically via email to the Cooperating Teacher.

The Cooperating Teacher will receive an email stating that the Final Evaluation has been started and is waiting to be completed. As soon as the Cooperating Teacher completes his/her section, the Final Evaluation will be sent electronically via email to the University Coordinator for their comments. Notification of the completed Final Evaluation will be sent to the Center for Clinical Experiences, the University Coordinator, and the Student Teacher.

Grading the Student Teacher

Teacher Candidates will receive CR/NC for EDU 458 and a letter grade for EDU 432. Both courses must be passed successfully (EDU 458 with "CR" and EDU 432 with C+ or better) in order to earn credit for either course. Five grades are possible for the student teaching field experience (EDU 458) at Central Michigan University:

(C)	Credit	(I)	Incomplete
(NC)	No Credit	(Z)	Deferred
(W)	Withdrawal		

The University Coordinator assigns the grade based on the joint evaluations of the University Coordinator and the Cooperating Teacher. In the event of subject matter weakness of secondary Student Teachers, the opinion of the Subject Matter Specialist may be sought.

(*See: Undergraduate Grading System in the Undergraduate *Bulletin*.)

Addressing Instructional Issues of Student Teachers

Should instructional issues arise in the classroom during student teaching the University Coordinator, Cooperating Teacher, and student teacher will develop a “Plan of Action” and submit the plan to the Director of Clinical Experiences. The University Coordinator, Cooperating Teacher and the Student Teacher will work collaboratively to resolve the issues at hand.

Action Plan, if Needed

When a problem persists there may be an Action Plan developed. Steps in the development include:

1. Formal and informal visits to the assigned classrooms/schools to observe and assess the Student Teacher’s work based on identified criteria
2. Identify and record observed strengths and needs of each Student Teacher
3. Share observed strengths and needs that have been recorded with the Student Teacher and provide copies to the Cooperating Teacher and the Student Teaching Office
4. If needed, discuss and establish a written **Plan of Action** for addressing identified needs
 - a. Communicate the need for an Action Plan with the Director of the Center for Clinical Experiences
 - b. Develop an Action Plan with the Student Teacher identifying the area of concern and the steps needed to address the area for improvement with timeline for improvement
 - c. Submit a signed Action Plan to The Center for Clinical Experiences, Cooperating Teacher, Student Teacher, and University Coordinator with copies to all participants
 - d. Evaluate progress, with possible solutions – extend student teaching, graduate with non-teaching degree, receive an Incomplete and begin the student teaching in a future semester
5. Teacher Candidates who have a valid concern relating to their placement or evaluation by their University Coordinator must utilize the appeal process. There is an appeal form in the “Forms” section.
<https://www.cmich.edu/colleges/ehs/unit/centerforclinicalexperiences/Pages/Forms-and-Handbooks.aspx>.
Initiation of the appeal process is the student’s responsibility and must be commenced within five days of the disputed decision.

Tips for Success!

- **Classroom Calendars:** Student Teachers will follow the school calendar and time schedule, just as though he/she were a member of the cooperating school faculty.
- **Academic Calendars:** Student teaching semester is the university semester, ending the first part of May or December the Thursday prior to Commencement.
- **Communicate:** Student Teaching is stressful for Teacher Candidates. Be sure to communicate regularly with students. Hold the level of professionalism we expect from our students.
- **Rules to Follow:** Student Teachers are expected to abide by all school and district rules.
- **How Can You Help:** Student Teachers will need the most support in classroom management strategies, differentiation, assessment, co-teaching, and teaching literacy in their content areas.
- **Global Experiences:** If you are interested in participating in global experience contact the Director of Student Teaching. It’s a great way to contact with students and observe new cultures.

Cooperating Teacher

The importance of the Cooperating Teacher's role in clinical experiences cannot be emphasized enough. The collaborative efforts between the University and the schools are critical to the success of field experiences. We value and appreciate the level of support provided to our students by the Cooperating Teacher throughout the training process. Both the Cooperating Teacher and University representatives will make observations and provide the teacher candidate with feedback on a regular basis to prepare them for their profession. Master Competency Teachers are essential to this process, and their advice and guidance are invaluable to teacher candidates.

Minimum Requirements for Cooperating Teachers

- Master's degree or Bachelor's degree with significant progress toward completion of a Master's Degree
- Interest in working with the Teacher Candidate
- Minimum of three years successful teaching experience
- Holder of a Professional Teaching Certificate
- Recommendation of the building Principal

The Pre-Student Teaching Field Experience

The Pre-Student Teaching Field Experience is the second of three field components in the Teacher Education Program. The Pre-Student Teacher is in the midst of their Professional Education coursework and is enrolled in content method, theory, and management coursework. Each Teacher Candidate is partnered with a P-12 classroom teacher (Cooperating Teacher) for a ten-week, classroom commitment. The CMU Teacher Education Program provides opportunities for teacher candidates to be exposed to the field as much as possible, with certified and recommended teachers.

The Student Teaching Field Experience

The Student Teaching Field Experience is the third of three field components in the Teacher Education Program. The teacher candidate has completed most of their coursework and they are prepared to become fully immersed into the classroom with the guidance of the Cooperating Teacher. Often times it is a gradual process for one to assume greater responsibility in the classroom. The Cooperating Teacher will provide considerable support and direction as the Student Teacher's responsibilities are increased. In a collaborative classroom, the Cooperating Teacher will remain in the classroom, but will be transitioning the planning to the Student Teacher with the primary focus on student learning.

What you should know about placements

The University Coordinators coordinate efforts with building Principals to secure placements for all Pre-Student Teaching and Student Teaching candidates. Teacher Candidates are free to request or suggest schools for placement, but are not permitted to set up their own placement. University Coordinators are the only staff approved to make placements.

Placements are scheduled by email through the Center for Clinical Experiences before the field experience begins. The Cooperating Teacher may voluntarily agree to host a Student Teacher, or they are recommended by their building Principal. The Pre-Student Teacher may change the day/time of their placement only if the Cooperating Teacher agrees to the change.

Before a student teaching placement can be solidified, the Teacher Candidate must interview with the potential Cooperating Teacher(s) and building Principal(s). The importance of this procedure is critical to the success of the Teacher Candidate and the school. The Cooperating Teacher(s) and Principal(s) must feel that the Student Teacher will work well during their assignment, and the Student Teacher must feel comfortable in order to finalize the assignment. **No placement is considered final until after the prospective Cooperating Teacher, Building Principal and Student Teacher have completed the Visitation/Interview Day.**

Orientation to the Classroom

The Cooperating Teacher can assist CMU Teacher Candidates in the following ways:

- Share seating charts so the Teacher Candidate can learn to associate student names and faces.
- Share books, resources and curriculum materials.
- Provide a personal desk space for the Teacher Candidate's use.
- Share information about routines and behavior procedures.
- Share expectations of what the Teacher Candidate is to do while in the classroom, i.e., what time to arrive at school, appropriate dress, where to park, use of the copy machine, extracurricular activities and meetings to be attended, activities and responsibilities that he or she should begin to assume, etc..
- Develop strong lines of communication.
- How to handle problem situations as they occur.
- Reporting to parents and parent conferences, if applicable to field experience.

Expectations of Teacher Candidates

Pre-Student Teaching candidates are afforded the opportunity to experience a classroom setting and observe classroom teachers throughout their pre-service placement. The purpose of the setting is to gain experience working with individual students and small groups of students. Pre-Student Teaching candidates should experience planning, teaching and evaluation of activities by actively participating in learning process with students and the cooperating teacher. It is also beneficial for Pre-Student Teachers to experience **some** of the other aspects of teaching such as preparing bulletin boards, developing teaching materials, correcting papers, evaluating projects, and attending special functions. Finally, Pre-Student Teachers should develop an awareness of practices used by experienced classroom teachers concerning classroom management and the maintenance of a positive classroom learning environment.

The recent changes to P-12 education in Michigan not only affect those currently teaching, but also affect those seeking a career in education. The state of Michigan is placing a stronger emphasis on Teacher Candidates spending greater amounts of time in the field they wish to teach. In addition, Cooperating Teachers are being held to higher accountability measures for all learning that occurs within their classroom. Considering these somewhat competing interests, the Cooperating Teacher has the authority to determine the level of involvement a Teacher Candidate has within a classroom. We trust the Cooperating Teacher will value their commitment to the Teacher Candidate's success and together they will outline their individual expectations for the experience. We encourage frequent meetings or conferences be arranged in order to ensure open lines of communication, as this is a significant component of a successful clinical experience.

A Teacher Candidate has minimal experience within a classroom following their pre-service experience; however, they are yet to experience a full day in the life of a busy teacher. Therefore, support and guidance will be needed during the onset of the Student Teaching Experience. In order to best prepare Teacher Candidates for their own future classrooms, Cooperating Teachers are encouraged to provide assistance in the following areas:

- Descriptions of the subject matter that will be taught and what aspects of the program the Student Teacher will be responsible for implementing.
- Suggestions and tips for preparing learning activities and materials.
- An idea of what has happened to date in the educational life of the pupils.
- Aid in generating the broad goals, which must be reached in curricular areas, and in identifying resource materials - most Student Teachers start teaching by preparing a single lesson in a single subject area. They may work to modify the Cooperating Teacher's plan or develop their own. The Student Teacher and Cooperating Teacher may co-plan, co-teach, or use another model that favorably impacts student learning.

In collaboration with the Cooperating Teacher, the Teacher Candidate will transition from limited responsibility to eventually assuming the majority of the planning for the classroom, teaching load, and other related duties at approximately the second week of the clinical experience. The Cooperating Teacher should feel comfortable leaving the Student Teacher in charge of the room for short and then increasingly longer periods of time, provided that the Student Teacher is demonstrating progress in the development of teaching and classroom management skills and the needs of the students are being met. As these changes occur, the Cooperating Teacher will likely remain in the classroom to assist with students. It is beneficial for the Student Teacher to assume the lead role and the related responsibilities of a full-time educator in the classroom, so they are prepared for their own classroom in the future

The teacher candidate will benefit from information in the following areas:

- Overview of the past work of the class, or what the students bring to the class from past school years and areas that the teacher knows are new and traditionally difficult at the grade level or subject area -demonstrating how the present work fits into the long-range plans is useful for the beginning teacher.
- Family background information and help in locating cumulative records (CA60's) may be beneficial to the Teacher Candidate.
- Collaborative planning is helpful and is encouraged throughout the placement.
- Learning to plan lessons effectively is one of the most important skills teacher candidates need to develop - one of the most difficult phases in learning to plan is to realize that the plan must be based upon a clearly identified learning objective(s) that includes the behavior and the content.
- Before the Student Teacher begins to instruct, both the Cooperating Teacher and the Teacher Candidate should set aside time discuss the Cooperating Teacher's lesson plans, so that the Teacher Candidate will better understand purposes as he/she observes the teaching styles of the Cooperating Teacher.
- When the Student Teacher begins to teach, the Cooperating Teacher will want to review and discuss plans and assist the Student Teacher with initial planning and suggestions for improvement of the lesson plans.

- All plans should be written out with details on the location of the teaching, reviewing behavior rules, movement of students within the lesson, and other details that the Cooperating Teacher does automatically, but is new to the Teacher Candidate.
- Develop a number of teaching skills, such as questioning, leading discussions, locating information, and helping children learn.
- Schedule a meeting in order to prepare the teacher candidate for a special event with the class - the teacher candidate needs to be aware of why the activity is important, the expectations for the students, and the role of the teacher candidate.
- Evaluating the work of the learners cooperatively will help the Teacher Candidate develop the ability to recognize and measure learner progress - the Student Teacher will require assistance in the area of understanding the philosophy and standards to be met in the evaluation of learners and in reporting progress to parents.

Observations - Pre-Student Teaching Experiences

When it is determined that the Pre-Student Teacher is capable of classroom leadership, we encourage the Cooperating Teacher require the Pre-Student Teacher to plan a minimum of two lessons. A Cooperating Teacher is asked to use their professional judgment on what they believe the Pre-Student Teacher is proficient in doing. Please keep in mind that teacher candidates are in the midpoint of the Professional Education Sequence so we encourage the Pre-Student Teachers to seek every opportunity to build their classroom skills, when allowed by their Cooperating Teachers.

A Cooperating Teacher may choose to team teach with their Pre-Student Teacher, or have the teacher candidate instruct small groups. A Cooperating Teacher may choose to have the Pre-Student Teacher deliver a lesson that has been planned by the Cooperating Teacher, School District, or have the Pre-Student Teacher write an original lesson plan. In any situation, the Pre-Student Teacher is **required** to present the Cooperating Teacher with a typed lesson plan within an agreed upon time frame prior to the lesson being delivered. This is done to assure the Cooperating Teacher that the Pre-Student Teacher has fully gone through and prepared for the lesson they are delivering (thus, Teacher Candidates must retype any lesson that the Cooperating Teacher may hand off to a Pre-Student Teacher that is a part of the School Districts materials). Teacher Candidates should have the necessary skill level to deliver a lesson independently.

Cooperating Teachers are encouraged to involve the Pre-Student Teacher in the classroom to what the Cooperating Teacher believes to be the student's maximum ability level. Please contact the Center for Clinical Experiences office if it becomes evident that the teacher candidate is not growing in their ability to independently lead students and instruction. Whether the Pre-Student Teacher instructs a small or large group, CMU seeks feedback on how and what the teacher candidate and the CMU Teacher Education Program are doing. There will be formal and informal progress reviews completed in weeks 4-6 of fieldwork, and again in weeks 8-10. The Pre-Student Teacher will present evaluation forms to the Cooperating Teacher to fill out regarding what the Pre-Student Teacher has accomplished in the classroom.

Any lesson that a Pre-Student Teacher presents should not be dominated by a movie, video or pre-programmed CD/DVD. As supplemental material to the teaching of the assigned curriculum standards, a Pre-Student Teacher may use classroom approved video clips, Cooperating Teacher sanctioned materials, or electronic presentations (if the presentation is the original work of the Pre-Student Teacher).

Again, should a Cooperating Teacher find that their Pre-Student Teacher is not capable in handling their placement; the Cooperating Teacher should immediately contact the Center for Clinical Experiences. It is imperative that the Pre-Student Teacher be actively engaged in the host classroom as many ways as possible.

Observations - Student Teaching Experiences

An agreed upon weekly, or more often, conference time provides a designated time for both the Cooperating Teacher and Student Teacher to explore areas of interest, discuss the observed lesson, and focus on any concerns. To provide for an effective conference session, the following guidelines may prove helpful.

- schedule specific times for regular, frequent conferences
- discuss situations while still fresh in one's mind
- share the responsibilities for preparing conference materials/agendas
- plan regularly for specific conference topics
- keep documentation of conference results
- treat all problems, no matter how seemingly insignificant, in a professional manner
- treat all conferences as a useful tool in the development of the Student Teacher
- help the Student Teacher to become self-directive, self-evaluative

A Student Teacher needs to observe the class and the Cooperating Teacher at all points throughout the experience, even toward the end, as the Student Teacher is more perceptive and knows what to look for in a lesson. This does not mean that the student teacher is only observing and not taking part in the classroom activities. The Student Teacher should be encouraged to take notes on what is observed. The Student Teacher's job while observing is to learn something new every time and reflect on what they can integrate into their planning and management when they are developing and teaching a lesson in the future. What the Student Teacher is observing is exactly what the administrator, Cooperating Teacher, University Coordinator observes when they visit a classroom. Those areas are identified below to help the student teacher identify what is important in an observation.

What does the Cooperating Teacher do?

- How does the teacher start the lesson? How does he or she capture the students' interest?
- How does the teacher make the purpose and relevance of the lesson apparent?
- What procedures are incorporated into the body of the lesson?
- What materials are used in the lesson?
- What is the teacher's style of teaching?
- Is the lesson effective? What evidence is used to determine that?
- What provisions are made for individual differences?
- What disciplinary techniques does the teacher use? What ideas can the student teacher use?
- How does the teacher end the lesson? Do the students summarize or does the teacher do the work?
- What evaluation techniques are selected? List ways in which the teacher gives attention to the learning of each student during a discussion period.
- List examples of how the teacher steered the discussion back on track after a student comments or raised questions that temporarily sidetracked the discussion.
- Identify the techniques the teacher uses to motivate the lesson activities in a particular area.
- Identify the components of the lesson.

- What techniques are used to focus the attention of the learner?
- Identify ways that the teacher adapts the lesson to individual differences as the lesson progressed.
- How much of the lesson is review and how much is new work?
- How does the teacher make class drills interesting?

What are the Teacher Candidates doing?

- To what extent do the students participate in the class?
- Is there a balance between teacher-oriented and student-oriented activities?
- Try to identify differences between and among students.
- Identify something positive about every student.
- How many students in the class begin work immediately upon receiving an assignment? How many “put off” the dreaded moment of beginning work? What techniques do they use to put off the work?
- List evidences of incorrect or hazy concepts and brainstorm ways they might have been clarified or prevented.
- Tally the number of times each student was called on during a period of time and the times the student voluntarily participated by asking a question or making a comment.
- Observe one particular student who is interesting or puzzling and record what the student was doing each minute for a given period of time. Analyze the activity pattern of the student. How much time was spent in purposeful activity? Identify the ways in which the student misused his/her time.
- Think about how you might group students for an activity with a partner or with a group of three students who will work together.

Pre-Student Teaching Evaluation:

- 1) **Midterm Evaluation**, which is completed approximately four to six weeks into the ten week experience by the Cooperating Teacher to gauge the progress of the Pre-Student Teacher and areas that will be focused on during the rest of the field experience.
- 2) **Final Evaluation**, is a summative assessment which consists of a rating scale and a narrative of the student’s level of performance in the categories of the Professionalism and Pedagogy. The four to six-week evaluation and the final evaluation almost mirror each other.
- 3) **Ongoing evaluation**, takes place every two to three weeks through electronic Survey Forms to the Cooperating Teacher to monitor candidate progress. These evaluations represent the daily and weekly formative assessment of a Pre-Student Teacher’s growth toward the fulfillment of professional goals and objectives.

Student Teaching Evaluations

Evaluation of the Student Teacher should be a continuous and cooperative process. If the evaluations are done continuously, cooperatively and constructively, the Student Teacher will have greater insight into his/her strengths and weaknesses as a teacher. Below are some suggestions to **CONSIDER**.

- **Decide together what is to be evaluated.** One may wish to stress, for example, such things as planning and teaching skills, relationships, classroom management, personal qualities and characteristics, or professional attitudes and abilities.
- **The evaluation will be continuous processes to help the Student Teacher evaluate his/her own progress.** Consider such questions as: What seemed to go well? What should have

been changed? How did you make transitions from one part of the lesson to another? How did you modify the lesson to meet the interests of the learner with whom you were working? What could have been done to improve this lesson? This reflection by the Student Teacher is critical for growth and better teaching and planning in future lessons.

- **Evaluation should be done throughout the entire placement period.** The Student Teacher benefits from frequent informal evaluation conferences with the Cooperating Teacher. The goal is to have an effective teacher who, because of his/her clinical experience, has started on the road to becoming an excellent professional educator.
- **The development of the Student Teacher's self-concept as a professional educator is of extreme importance.** Consequently, the Student Teacher benefits when s/he has an active part in the evaluative procedures that take place in an open and cooperative manner.
- **Identify the difference between the use of evaluation procedures for the developmental growth of the Student Teacher and the type of information which a prospective employer might wish to know about the student as a teacher.** Written evaluations serve at least two purposes. On one hand, the evaluations are used for purposes of self-development. On the other hand, they are administrative devices for employment records. The written evaluations represent a comprehensive picture, not only of the Student Teacher's strengths and areas for improvement, but of his/her professional desires and potential as well. Two formal electronic evaluations of the Student Teacher are required by CMU. One is done at four weeks (Progress Evaluation) and one will be done at the end of the semester (Final Evaluation).
- **Situations may arise from time to time.** All concerns should be addressed as soon as possible. The Cooperating Teacher and the Student Teacher should work collaboratively to resolve the issues at hand. The University Coordinator will be available if needed.

Formative evaluation is a measure of how well a person is doing on a day-to-day basis, while summative evaluation measures how well a person has done after a period of time. During student teaching the emphasis is on formative evaluation, but this process should provide the basis for summative evaluation at the end of student teaching. The major focus of all evaluations is to assist student teachers to develop the skills, knowledge, and dispositions of a professional educator.

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The University Coordinator assigns the grade based on the joint evaluations of the University Coordinator and the Cooperating Teacher. In the event of subject matter weakness of secondary Student Teachers, the opinion of the Subject Matter Specialist may be sought.

(*See: Undergraduate Grading System in the Undergraduate *Bulletin*.)

The Final Weeks of Student Teaching

During the final few weeks of the field experience, there will be a gradual transition of responsibilities from the Student Teacher back to the Cooperating Teacher. This will allow time for the Student Teacher to:

- complete all classroom teaching responsibilities
- finalize all assignments and grading
- observe in other teachers’ classrooms and reflect on lessons

Pre-Student Teaching Tips for Success!

- **Make your PST Comfortable.** Welcome the Pre-Student Teacher into your classroom and orient him/her to the building, school policies and procedures, staff and students. Discuss your classroom rules and management.
- **Expectations of PS.** Discuss with the Pre-Student Teacher your expectations of their role in your classroom.
- **A Co-Teaching Model.** Welcome the Pre Student Teacher as a “**co-teacher**” even prior to the first day of the placement. From day one, develop a co-teaching team that works together for the benefit of the students.
- **School Curriculum Overview.** Provide an overview of the school/classroom curriculum.
- **Developing a PST.** Allow your Pre-Student Teacher to briefly observe, then work collaboratively with candidate to lesson plan.
- **Create a collaborative environment.** Discuss and reflect on classroom observations and daily happenings. Establish an atmosphere where the Pre-Student Teacher is encouraged to ask questions and reflect on classroom practices including classroom management, routines, teaching style, and behavior management.
- **Building on Strengths.** Help the Pre-Student Teacher become aware of his or her strengths and guide them toward becoming a reflective professional. Suggest strategies for areas needing improvement.
- **Model best practices.**
- **Assign Responsibilities.** Allow Pre-Student Teacher to assume responsibility, as soon as possible, for classroom routines. These may include: greeting and becoming acquainted with students, taking attendance, checking papers, etc.

- **The Role of a PST.** Take the Opportunity to “divide and conquer” the needs of your students. The following is a list of suggested roles a Pre-Student Teacher may fill in order to optimize the clinical experience:
 - Read to the class or small group
 - Re-teach or pre-teach a small group
 - Create game/teaching aid to reinforce current teaching
 - Help students edit/publish work
 - Assist in computer lab, gym, art, music during prep time
 - Construct bulletin board, display, or visual aid relating to current content
 - Discuss and participate in assessment practices
 - Provide feedback on student assignments
 - Develop lesson for existing unit
 - Teach part of lesson
 - Tutor for remediation or enrichment
- **How to utilize your PST.** Most Pre-Student Teachers are ready to supplemental teach/co-teach. There are a variety of ways this might take place:
 - One Teach, One Observe – One teacher has primary instructional responsibility, while the other gathers specific observational information on students or the instructing teacher.
 - One Teach, One Assist – One teacher has primary instructional responsibility while the other assists student’ with their work, monitors behaviors, or corrects assignments.
 - Station Teaching – The co-teaching pair divide the instructional content into parts. Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station.
 - Parallel Teaching – Each teacher instructs half of the students. The two teachers are addressing the same instructional material using the same teaching strategies.
 - Supplemental Teaching – One teacher works with students at their expected grade level, while the other teacher works with those students who need the information and or materials extended or remediated.
 - Alternative/Differentiated Teaching – Provides the opportunity for the teachers to teach the same instructional material using two different teaching strategies or approaches. The learning outcome is the same for all students however the avenue for getting there is different.
 - Team Teaching – Well planned, team taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Both teachers are actively involved in teaching the lesson and from a student’s perspective, there is no clearly defined leader as both teachers share in the instruction, are free to interject information, and available to assist students and answer questions.
- **Thank you** for helping mentor your future colleague.

Student Teaching Tips for Success!

Many clinical field experience placements are embracing a co-teaching model that will benefit the teacher candidate, the Cooperating Teacher, and the students. Working as a team to meet each student’s needs put extra support for student success in the classroom. In this age of increased teacher evaluation, students benefits from this approach.

- **Make your ST Comfortable.** Welcome the Student Teacher as a “Co-Teacher” even prior to the first day of school. If a Student Teaching Candidate, make sure he/she attends Professional

Development days or Teacher Preparation days as a colleague; invite him/her to help prepare the room for the school year, when applicable.

- **Involvement in the Classroom.** Immediately get the Student Teacher involved in all activities as a co-teacher; encourage the teacher candidate to share ideas at team meetings and staff in-service meetings.
- **Team Teach.** Begin from day one to interact as a team, as co-teachers, especially in front of the students. Try supplemental teaching, where one works with a small group while the other works with the whole group either for remedial work or extensions for advanced learners or team teaching where both teachers are actively involved.
- **Get your ST acclimated to the Classroom.** Have a space ready, a table with office supplies and copies of teacher editions. Have a folder ready with important information such as your email, phone number, school contact information, parking, the daily schedule, emergency procedures.
- **Clear Expectations.** Prepare a rough schedule of the expectations for the first week or more.
- **New Trends and Strategies.** Hold the student teacher responsible for informing you of new trends and strategies coming out of the University.
- **Utilizing your ST.** Avail yourself of the extra set of hands and take the Opportunity to “divide and conquer”. think about many different models to use at different times of the day or different subjects or different days
- **Time Well Spent.** Use any extra time you may have otherwise spent planning or grading to revamp your own materials or strategies.
- **Thank you!** Everyone in the educational community has an effect on the overall learning of our students and you are helping to mentor your future colleagues.

**Reimbursement for Classroom Teachers and Principals
Supervising CMU Student Teacher Candidates – Pre-Student and Student Teaching**

Option 1: SCECHs/ State Continuing Education Clock Hours (former SB-CEU) Credit Program - Guidelines on how educators can earn SCECHs for serving as a supervising teacher to a CMU student teacher.

Option 2: Tuition Reimbursement Program – Classroom Teachers and Principals are entitled to take CMU courses and receive a tuition reimbursement as an honorarium for working with CMU Student Teacher Candidates or Teacher Interns.

Option 1 - SCECHs

Eligibility: Supervision of Student Teacher Candidates (Only for Cooperating Teachers supervising student teachers)

1. Educators may earn 30 SCECHs per semester. A maximum of 90 SCECHs earned in a five-year period can be used toward certificate renewal.
2. Thirty (30) SCECHs may be earned by a classroom teacher who supervises a student teacher candidate for CMU for a placement period of not less than eight weeks.
3. A classroom teacher must prepare and submit to the building principal and/or the teacher preparation institution’s representative an evaluation of the student teacher’s performance.
4. The signature of the building principal on the verification form will provide verification of the successful completion of the professional development assignment.

Application Procedures: Supervision of Student Teacher Candidates

1. Upon completion of each activity, the educator should:
 - a. Complete the Verification Form and obtain the appropriate signature(s).
 - b. Send the original, completed form to Amy Hodges at CMU Global Campus, 802 Industrial Drive, Mount Pleasant, MI 48858.
 - c. Include payment of the \$25.00 registration fee (check payable to CMU).

CMU, Amy Hodges, will upload the educator’s SCECHs into MDE’s Secure Central Registry (SCR) at the end of the semester. The educator will receive an email from the SCR once the SCECHs have been uploaded. Educators will log into the SCR and are required to complete a general evaluation and pay a \$25.00 fee to obtain their SCECHs.

If you have additional questions, please contact Amy Hodges, CMU Global Experiences, at 989.774.7129 or go to: <https://www.cmich.edu/colleges/ehs/program/teach/Pages/Tuition-Reimbursement-Program.aspx>.

Option 2: Course Reimbursement

Eligibility - Supervision/Building Placement of Pre-Student or Student Teacher Candidates

1. Must be a classroom teacher or building principal who has supervised, or had placed in their building, CMU regular or special education student teacher candidates or pre-student teacher.
2. Each classroom teacher who has supervised a Pre-Student Teacher or Student Teaching Candidate, and building principal in whose building they were placed, is eligible for up to 3 credits of tuition reimbursement for taking a CMU course (graduate or undergraduate, on or off campus, including connecting link and on-line courses).
 - 1 Student Teacher Candidate = 3 credits of tuition reimbursement
 - 6 Pre-Student Teachers = 1 credit of tuition reimbursement
3. Earned credits for Student Teacher Candidates are available for a period of 5 years beginning the semester the student teacher candidate is in the classroom with a maximum 6 credits of refund within a 3 year period. Earned credits for Pre-Student Teachers are available for a 12 year period beginning the semester the pre-student teacher was in the classroom with a maximum of 6 credits of refund within a 3 year period.
4. Earned credits are “Non-Transferrable”.
5. Grade of “B” or higher must be earned in the course to be eligible for tuition refund.
6. Refunds are for tuition only and do not include any fees or other charges.

Application Procedures

1. The cooperating classroom teacher or administrator must complete a “Tuition Refund Form” and “W-9” form (W-8BEN form if international) and submit them within 30 days of the close of the semester during which the course was taken.
2. The forms may be obtained online at:
<https://www.cmich.edu/colleges/ehs/program/teach/Pages/Tuition-Reimbursement-Program.aspx>. For questions please contact the Department of Teacher Education & Professional Development at tepd@cmich.edu or (989)-774-4410.
3. The completed forms must be submitted to TEPD, 421 EHS Building, Mount Pleasant, MI 48859. Your request will be verified for eligibility and amount to be reimbursed. Eligible refund requests will be submitted to Scholarships and Financial Aid (to verify no financial interruptions for reimbursement applicant) then forwarded to Payable Accounting.
4. Reimbursements will be added to your CMU account. Any positive balance on your account will move to your direct deposit account in approximately 10 business days after hitting your CMU account. If you do not have a direct deposit account attached to your CMU account please contact the CMU Help Desk at (989)774-3662 to obtain your global ID and password. You will then be able to log into CMU’s website, go to “My Account”, then set up direct deposit.
5. Please note that the tuition reimbursement process can take up to 6 weeks from the date the grade for the class is posted.