Pre-Student Teaching
Field Experience
Handbook

Clinical Field Experience Office
989-774-7662
Central Michigan University
Teacher Education
Pre-Student Teacher (PST) Handbook

Name of PST: ________________________________

Host Teacher(s): ________________________________
__________________________

Host Contact Information: ________________________________
__________________________
__________________________

School(s)/School District: ________________________________
__________________________
Dear Pre-Student Teacher –

Congratulations on entering into the field component phase of your Teacher Education preparation at CMU!

This handbook contains vital information to your career and success in the CMU Teacher Education Program. It is important that you have read this information and use it as a guide as you move through the program. Please recognize that the handbook is only in an electronic format.

The Pre-Student Teaching handbook may be accessed by logging on to: http://www.cmich.edu/academics/educ_humanservices/EHS---TEPD/EHSTEPD---MidtierExperiences/Pages/default.aspx

We wish you the best as you proceed through this phase of teacher education! If you have ANY pre-student teaching questions, or concerns please contact Jennifer, Sandra or Kelly and we will work hard to help you through whatever your question, or situation may be.

Thanks so much for ALL you do for ALL students!

The CMU Pre-Student Teaching Field Experience Office
Introduction/Program Overview

This guide is subject to change for State compliance standards and University program needs. This handbook is meant to meet the needs of pre-student teachers, Host Teachers and University Instructors so that all stakeholders are aware of the components of the CMU Pre-Student Teaching Program.

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

We are grateful to our Host Teachers, Schools and Principals that readily open their door to CMU Teacher Education students. Our students are incredibly fortunate to be placed in environments that believe that all students can learn. 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 surrounding school districts continued support and collaboration.

CMU welcomes feedback regarding its Teacher Education Program. Please know that all correspondence is immediately dealt with in a professional manner. If you should have any issues, please do not hesitate to contact us as soon as possible.

Clinical Field Experience Office

Jennifer Quick, quick1jm@cmich.edu Director 989-774-1232
Sandra Koch, koch1sl@cmich.edu Coordinator 989-774-1068
Definition of Terms

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.

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.

- A student may meet multiple diversity requirements by spending 30 hours in a specific classroom during Pre-Student Teaching. All diversity requirements are explained in greater detail on the CSS website: www.ehs.cmich.edu/css.
- Student Teaching University Coordinators will make every attempt to assist with this requirement during the student’s field experience if requirements have not been met. This is not a guarantee, so please make sure that you have taken care of diversity requirements prior to student teaching.

Evaluation: There are three kinds of evaluation:

1) ongoing evaluation, which represents the daily and weekly assessment of a pre-student teacher’s growth toward the attainment of professional goals and objectives;
2) four to six-week evaluation, which is done by the host teacher as a tool to gauge the progress of the pre-student teacher and areas that will be focused on during the rest of the field experience.
3) final evaluation, which consists of a rating scale and a narrative of the student’s level of performance in the categories of the Professional Standards for Teachers. The four to six-week evaluation and the final evaluation almost mirror each other.

Host Teacher: A K-12 teacher who voluntarily promotes the education profession by playing a vital role mentoring a CMU pre-student teacher. The teacher may voluntarily agree to host, or they are recommended by their building principal. The host teacher meets the requirements as outlined in the standard school district agreement, or CMU standards.

Placement: The placement is the assigned classroom where the pre-student teacher completes the field requirements. Only the Pre-Student Teaching Office makes placements so that all articulation agreements are followed. Classrooms/labs and buildings are selected in cooperation with the school’s designated administrator. Placements are established by email through the pre-student teaching office before the field experience begins. 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 that prepare the PST for teaching. The PST is responsible for making sure that 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: 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.**

**Professional Education Unit:** 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.

**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, students will need to input their global ID and password. All information related to an individual’s Teacher Education Program is available for viewing. **Students should check this information on a regular basis.**
Pre-Student Teaching Field Experience

Students cannot enroll in their pre-student teaching course until they have been admitted into the Teacher Education Program. Additional information can be found on the Center for Student Services (CSS) website: www.ehs.cmich.edu

The Pre-Student Teaching Field Experience is the second of three field components in the Central Michigan University 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 student is partnered with a K-12 classroom teacher in a 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. 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/Coordinator will distribute necessary information and forms to each pre-student teacher during the first week of their University pre-student teaching course. K-12 field assignments and additional information will be available on Blackboard, a program website at the start of the semester.

- Elementary education students will enroll in their pre-student teaching course during the first semester after being admitted to the teacher education program.

- Secondary students will enroll in their pre-student teaching course reflecting their major content area after being admitted to the teacher education program. Students cannot enroll in their pre-student teaching course until they have been admitted into the Teacher Education Program. Additional information can be found on the Center for Student Services (CSS) website: www.ehs.cmich.edu.
Fieldwork Courses
Pre-student teachers take their pre-student teaching course(s) once they are admitted to the CMU Teacher Education Program. During course registration, the Pre-Student Teaching Field Experience office determines the eligibility of students to be in their specified course. Students are made aware of the application process the semester prior to fieldwork. It is the responsibility of the student to be aware of the time and expectations that the fieldwork commitment demands.

Elementary Education - Pre-Student Teaching Courses

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

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

Secondary Education - Pre-Student Teaching (Midtier) Courses

<table>
<thead>
<tr>
<th>COURSE:</th>
<th>PRE-REQUISITES:</th>
<th>CO-REQUISITES:</th>
<th>OFFERED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 343 – Art in the Elementary Grades</td>
<td>ART 105, ART 115, ART 118, admit to teacher education</td>
<td></td>
<td>Fall</td>
</tr>
<tr>
<td>ART 346 – Secondary School Art and Midtier Observation</td>
<td>Admit to teacher education</td>
<td></td>
<td>Fall</td>
</tr>
<tr>
<td>BIO 502 – Teaching Biology</td>
<td>22 hours of Bio, 2.7 GPA in Biology classes</td>
<td></td>
<td>Spring</td>
</tr>
<tr>
<td>CHM 507 – Field Experience in Teaching Chemistry and Physics</td>
<td></td>
<td>CHM/PHY 505</td>
<td>Spring</td>
</tr>
<tr>
<td>COM 493 – Field Experience in Speech Education</td>
<td>EDU 107</td>
<td>COM 492</td>
<td>Spring</td>
</tr>
<tr>
<td>ENG 319 – Teaching Composition in the Secondary School</td>
<td>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.</td>
<td></td>
<td>Fall &amp; Spring</td>
</tr>
<tr>
<td>ESC 400 – Earth Science Education</td>
<td>Junior standing; 12 hours of ESC, GEL, AST credit. Must have a &quot;C+&quot; in this course to student teach; Secondary Education majors complete a 30 hour PSTFE</td>
<td></td>
<td>Spring</td>
</tr>
<tr>
<td>FRN 412 – Practicum in Teaching Secondary Level French</td>
<td></td>
<td>FRN 411</td>
<td>Fall &amp; Spring</td>
</tr>
<tr>
<td>FRN 422 – French Practicum: Elementary Field Experience</td>
<td></td>
<td>FRN 421</td>
<td>Fall &amp; Spring</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Prerequisites</td>
<td>Semester</td>
</tr>
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</tr>
<tr>
<td>GEO 400</td>
<td>Geographic Education</td>
<td>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</td>
<td>Fall &amp; Spring</td>
</tr>
<tr>
<td>GER 412</td>
<td>German Practicum: Secondary Field Experience</td>
<td></td>
<td>GER 411</td>
</tr>
<tr>
<td>GER 422</td>
<td>German Practicum: Secondary Field Experience</td>
<td></td>
<td>GER 421</td>
</tr>
<tr>
<td>HSC 313</td>
<td>Field Experience in School Health Education</td>
<td>EDU 107, HSC 205, HSC 211, HSC 221, HSC 235, HSC 503 or FNS 370</td>
<td>Fall &amp; Spring</td>
</tr>
<tr>
<td>HST 300</td>
<td>A Midtier Experience for History Majors: Teaching History in Secondary Schools</td>
<td>Completion of a minimum of 15 hours of history on a signed major; admission to teacher education; junior standing</td>
<td>Fall &amp; Spring</td>
</tr>
<tr>
<td>MTH 462</td>
<td>Capstone on Teaching and Learning Mathematics for Secondary Teachers</td>
<td>MTH 362, MTH 363, signed secondary math major or minor</td>
<td>Fall &amp; Spring</td>
</tr>
<tr>
<td>MUS 331</td>
<td>Instrumental Organization</td>
<td>MUS 230, admit to Music candidacy</td>
<td>Spring</td>
</tr>
<tr>
<td>MUS 433</td>
<td>Secondary General Music Methods</td>
<td>MUS 280, MUS 333, admit to Music candidacy, admit to teacher education</td>
<td>Fall</td>
</tr>
<tr>
<td>PES 395</td>
<td>Midtier Field Experience</td>
<td>PES 315, EDU 107, 45 hours of pre-professional experience</td>
<td>Fall, Spring &amp; Summer I</td>
</tr>
<tr>
<td>PHY 507</td>
<td>Field Experience in Teaching Chemistry/Physics</td>
<td></td>
<td>CHM/PHY 505</td>
</tr>
<tr>
<td>PSC 305</td>
<td>Midtier Teaching in Political Science</td>
<td>EDU 107, 12 hours of political science</td>
<td>Fall &amp; Spring</td>
</tr>
<tr>
<td>SCI 400</td>
<td>Teaching Integrated Science in Secondary Schools</td>
<td>Admit to teacher Ed; at least one course in AST, BIO, CHM, ESC, GEL or PHY</td>
<td>Fall</td>
</tr>
<tr>
<td>SPN 412</td>
<td>Spanish Practicum: Secondary Field Experience</td>
<td></td>
<td>SPN 411</td>
</tr>
<tr>
<td>SPN 422</td>
<td>Spanish Practicum: Elementary Field Experience</td>
<td></td>
<td>SPN 421</td>
</tr>
</tbody>
</table>

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

Pre-Student Teacher Information

- Your fieldwork placement can be viewed by logging onto your Student Information (SI) sheet online. Host school website information is also listed. Please make sure you research the school district you are placed in prior to the first visit.

- Students must have a minimum 2.7 cumulative GPA to be in the field.

- Students must have Blood Bourne Pathogens Training successfully completed through Blackboard prior to entering the K-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 Pre-Student Teaching Field Experience office is allowed to make arrangements.

- The Pre-Student Teaching Field Experience office 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 students based on district policies.

- Pre-student teachers may provide suggestions and preferences to the Pre-Student Teaching Field Experience office, but may not always be a match for that school district.

- Find the school district calendar to determine any school cancelations that may fall on the assigned dates of your fieldwork. It is your responsibility to make up and arrange an alternate field visit to make up field hours missed.

- Placements are not official until you have met the Host Teacher and/or Principal.

- Pre-student teachers must contact the host 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.

- Your Pre-Student Teaching Field Experience is to be extended over the semester. Exceptions must be cleared through your course instructor and the Pre-Student Teaching Director/Coordinator.

- If your host teacher has prep time during your assigned placement hours, please try to find another teacher that is willing to have you only observe during that time.

- Should your host teacher offer you materials to borrow, the pre-student teacher is responsible for their prompt return after use. The CMU’s Park Library and the College of Education KIMC have teacher education resources available for short term use. [http://library.cmich.edu/]
CMU 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 students for dealing effectively with the various field placement types identified below, as well as with other important aspects of diversity such as family structure.

Categories:

- **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).

Diversity requirements are best met before student teaching. If they have not been met before student teaching there will be an effort to assist in a placement that would meet the requirement, but this is not guaranteed.

**INFORMATION FOR SPECIAL EDUCATION PRE-STUDENT TEACHERS**

The following information is provided for those seeking a degree in Special Education:

- **The general education Pre-Student Teaching Fieldwork Experience** is generally completed the semester prior to Special Education fieldwork. All General Education Placements are made by the Pre-Student Teaching Field Experience Director and Coordinator.

- 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.
Pre-Student Teaching Attendance Policy

Pre-Student Teachers

- Go to the school on the day and time indicated. The Principal and Host Teacher know you are coming.

- Give adequate time for arrival on the first day of the experience, and all those thereafter.

- Make the host teacher aware of any known schedule changes well in advance of any situation that will cause changes.

- The pre-student teacher may change the day/time of their placement if the host 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.

- If the pre-student teacher is ill and unable to be at school for the assigned day/time, call the host 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 host teacher if you are going to be absent from your host school. The pre-student teacher will need to make arrangements to make up the missed hours.

- Pre-student teachers seeking ELEMENTARY certification will spend at least 60 hours in a classroom during the Pre-Student Teaching Field Experience.

- Pre-Student teachers seeking SECONDARY certification will spend at least 30 hours per content area pre-student teaching course in a classroom.

- The pre-student teacher is responsible for submitting the attendance record each visit to the host teacher for signature and verification.

- Do not leave the school premises during your scheduled fieldwork time for any reason, unless prior approval has been given by the Pre-Student Teaching Director/Coordinator.

- Pre-student teachers are required to self-report any changes in their legal status to the Center for Student Services, within two business days of the incident. NO teacher education student with ANY open legal matter is allowed in the field.

- The pre-student teacher 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 the Pre-Student Teaching Field Experience.
Pre-Student Teaching Attendance Policy (cont.)

Host Teachers

- Pre-student teachers are encouraged to obtain as many field hour opportunities as the host, and the pre-student teacher’s schedule, will accommodate.

- Pre-student teachers are allowed to observe and help a substitute teacher in the event that the host teacher is off on the day the pre-student teacher is scheduled to be in the field. This is an excellent way for the candidate to see the effect of a substitute teacher on the classroom. **Pre-student teachers are not allowed to be evaluated by a substitute teacher**, thus any instruction provided during the host teacher’s absence is strictly for the benefit of experience and building rapport with the host classroom.

**Additional Information:** Host teachers are not responsible for the attendance form. It is the student’s responsibility to make sure that all attendance is accurate and complete. Students are responsible for making sure the host initials and signs off on the attendance form and getting that form turned into the Pre-Student Teaching Office.

**Resources:**

Please notify the Pre-Student Teaching Director/Coordinator/Field Experience Office should any attendance problems occur during the course of this experience.
Classroom Attire

Pre-Student Teacher Information

- Pre-student teachers are required to wear their picture nametag at all times while at the host school.

- Dress professionally! Professional dress should be thought of as: dress slack/pants, dress shirt/blouse, females – skirts of appropriate discrete length. None of the following are to be worn: T-shirts, tank tops, shorts (P.E. teachers exempted to shorts of appropriate length and style), or hats.

- Personal grooming should be paid close attention to! Be neat and clean in your appearance. All waists should be covered (front and back), visible tattoos must be covered, face piercing need to be removed, i.e.: nose, eyebrow, tongue. Earrings and accessories may be worn that are NOT a distraction to student learning.

- There are no flip flops to be worn in the classroom at any time of the year. This is for the safety and hygiene protection of all students.

- Check the school’s dress code for further local restrictions. Adhere to these local policies since you are a guest in the K-12 school district.

- Host teachers have been informed to send ANY pre-student teacher home if she/he is not dressed appropriately, and following the above guidelines. If you are sent home twice from your Pre-Student Teaching Field placement you will be removed from the school and the Pre-Student Teaching Field Experience.

Host Teacher Information

- Send ANY CMU pre-student teacher home if she/he is not dressed appropriately, and following the classroom attire guidelines. Students not able to adhere to dress guidelines more than two times will be removed from the Pre-student teaching placement.

- We do understand there are different professional cultures that vary from district to district. CMU pre-student teachers are held to a standard of not wearing jeans, even on Fridays. The CMU Teacher Education Program promotes the high regard of the teaching profession, and is addressing this with candidates seeking to enter the teaching profession.

- Special requests of change in classroom attire should be made to the Pre-Student Teaching Director/Coordinator.
Professional Dress Visual

Pay attention to the following requirements for pre-student teacher dress:

- Pants should be pressed and cared for.
- Skirts should be longer and below the knee.
- Shirts need to be tucked in, keeping belly and backside covered.
- All clothing, dress, and accessories of the pre-student teacher should not distract student learning.
- Be clean cut and well groomed.
- NO shorts should be worn.
- NO sleeveless shirts.
- NO T-shirts.
- NO jeans.
- Cover all tattoos.
- Remove all facial piercings
- Wear appropriate earrings.
- Physical Education teachers should speak to their host teacher regarding what is appropriate to wear in the PE setting.
- PE pre-student teachers should wear clothing with appropriate advertising.

***Dress to impress!
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.

You should not take photographs without permission. Check with the classroom 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 your 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 your classroom, or related experiences.**

Social Media Use

As a pre-student teacher you are now entering the professional field of education. Part of that responsibility includes adjusting some practices from “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.

Social Media is defined as text messaging, instant messaging, e-mail, 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.

**Remove pictures and posts** which do not represent the professional educator you are becoming. Pre-student teachers have a very visible presence in a conservative field. Represent yourself as an upstanding member of this profession. **This also includes** photos your friends have of you on their own pages, as everything is linked and easy to navigate.

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@)?
Social Media Use (cont.)

Classroom Use

As a pre-student teacher you are a pre-service educator and a role model for the students in your classroom. There may be times you are working in a classroom in which the host 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 host teacher prior to teaching the lesson.

All Pre-student teachers should leave their cell phone in their secured vehicle. Recognize that 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.
Host Classroom Instruction

Information for Host Teachers and Pre-Student Teachers

The changes that have been made in Michigan PK-12 education over the last couple of years 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 education candidates spending greater time in the field they wish to teach. On the flip side of this requirement is that host teachers are being held to higher accountability measures for all learning that takes place in their classroom. CMU Teacher Education is very aware of these competing interests thus we have chosen to place our confidence and trust in the Host Teacher determining the level of involvement a candidate has in the host’s classroom.

When it is determined that the pre-student teacher is capable of classroom leadership, we encourage the host teacher to require the pre-student teacher to plan a minimum of two lessons. A host 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 our students are at the beginning of their Professional Education Sequence so we encourage the pre-student teachers to seek every opportunity to build their classroom skills when allowed by their host teachers.

A Host Teacher may choose to team teach with their pre-student teacher, or have the student instruct small groups. A host teacher may choose to have the pre-student teacher deliver a lesson that has been planned by the host, 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 host teacher with a typed lesson plan within an agreed upon time frame prior to the lesson being delivered. This is done to assure the host teacher that the pre-student teacher has fully gone through and prepared for the lesson they are delivering (thus, students must retype any lesson that the host may hand off to a student that is the host’s or school’s materials). Students should have the necessary skill level to deliver a lesson independently.

We encourage the host to involve the pre-student teacher in the classroom to what the host believes to be the student’s maximum ability level. Please contact the Pre-Student Teaching office as soon as it is evident that the student 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 student and the teacher education program are doing. There will be formal and informal checks done in weeks 4-6 of fieldwork, and again in weeks 8-10. The pre-student teacher will present evaluation forms to the host 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. A pre-student teacher may use classroom approved video clips, teacher sanctioned materials, PowerPoint/Prezis built by the pre-student teacher to be used as supplements to their teaching of the assigned curriculum standards.

Again, should a teacher find that their pre-student teacher is not capable in handling their placement; the host teacher should immediately contact the Pre-Student Teaching Field Experience office. It is imperative that the pre-student teacher be actively engaged in the host classroom any way possible. Please know that the pre-student teacher desires to be a help.
Fieldwork Experience Roles

Pre-Student Teacher Role

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 host 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, students 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.

Figure 1. The Reflection Cycle – Adapted from the Administrator Appraisal Systems of Institute
Source: http://www.uncg.edu/%7Ebblevin/eportfoliohandbook.pdf
Student/Classroom Concerns

Pre-Student Teacher Information

- If placement problems arise, please let your course instructor and the Pre-Student Teaching Director/Coordinator know immediately. We can only be an advocate if we are informed of your situation.

- 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.

- This Pre-Student Teaching Field Experience office will be monitoring your experience in conjunction with your course instructor, please be sure to communicate with both parties.
The Teacher Education programs seek to provide the preparation required to establish a professional practice consistent with the CLEAR Conceptual Framework which is concept- and knowledge-driven, learner-centered, and reflective of practice in diverse roles and settings to the multiple contexts in which the modern educator must function: the classroom, the multi-disciplinary school-based team, and the broader community.
Central Michigan University’s professional education programs are designed to provide candidates with a conceptual framework of professional practice that is concept and knowledge-driven, learner-centered, and promotes reflective practice. 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.

The Clear Conceptual Framework is a dynamic structure. Since its development in the early 1990s, it has undergone a number of reviews and modifications in response to feedback from all stakeholders, advances in the body of knowledge related to teaching and assessment, and changes in national and state standards, as well as standards set forth by learned societies. The most recent modifications to the Clear Conceptual Framework reflect efforts to assure the framework’s continued viability and applicability to professional education at Central Michigan University. Faculty and other stakeholders agree that these ongoing modifications continue to clarify the framework and more closely link objectives and outcomes with measurable indicators of progress and mastery.
CLEAR - Tenets

The outer ring of the CLEAR graphic represents the overarching philosophy and articulated priorities of the faculty of the Professional Education Unit (PEU). That professional education should be focused on, and through, the delivery of programs and courses designed to promote candidate performance in three areas. These three priority areas include:

**Tenet #1: Concept and Knowledge Driven** – A professional practice that is concept- and knowledge-driven has, as its foundation, content knowledge. This knowledge base is acquired through serious study and developed through research. Effective practitioners possess both content knowledge and the pedagogical knowledge that enables them to make ideas accessible to others (Darling-Hammond, 2000; Ferguson & Womack, 1993; Shulman, 1988; Guyton & Farokhi, 1987).

**Tenet #2: Learner Centered** – A professional educational practice that is learner-centered focuses on the cognitive, affective, and physical needs and characteristics of each learner. It is based on the belief that all learners grow and develop throughout life and that all students can learn. Effective practitioners must be skilled in recognizing and meeting the needs of diverse learners (Darling-Hammond, 1998; Darling-Hammond, 1998, 1997).

**Tenet #3 Reflective** – A reflective professional practice is guided by research and knowledge of the educational environment. It strives to improve student learning, instructional strategies, and educational processes through ongoing assessment and evaluation. It recognizes the wide variety of cultural, ethnic, racial and socioeconomic backgrounds of the community and utilizes local assessment data and current research to guide reflective decision-making processes that influence the student, educator, and the educational institution and community. Effective practitioners make decisions based on knowledge and critical reflection guided by professional ethics and integrity (Yost, Senter, & Forlenza-Baily, 2000; Hatton & Smith, 1995; Schon, 1987, Dewey, 1933).

These three tenets provide the underpinning for the PEU programs, assessments, curriculum, and instructional efforts by providing a common focus and perspective. It is through the consistent application of these three tenet statements that the PEU is able to deliver a well-articulated program of study for candidates and prepare them for a variety of professional roles.

CLEAR - Performance Outcomes

Inherent in each of the three doctrinal statements is a set of knowledge, skills, and dispositions needed for candidates to be successful in their professional practice. In the PEU these knowledge, skills, and dispositions are reflected through the six candidate performance outcomes. These six outcome areas are consistent across all programs at the initial and advanced levels. However, the outcomes differ in the level of application, leadership, and synthesis between the initial and advanced levels. The outcomes are not independent of any of the doctrinal statements.
Rather, they are a part of each of the doctrinal statements and interconnected throughout the planned and well-articulated program of study.

### Candidate Performance Outcomes:

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Initial Level Outcomes</th>
<th>Advanced Level Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject matter</strong></td>
<td>demonstrate a thorough knowledge of their subject matter by successfully completing an approved program of study.</td>
<td>demonstrate a thorough knowledge of their subject matter by successfully completing an approved program of study at the graduate level.</td>
</tr>
<tr>
<td><strong>Pedagogy</strong></td>
<td>demonstrate knowledge of instructional skills, and learner characteristics, sufficient to systematically design and deliver instruction.</td>
<td>demonstrate advanced knowledge of professional practice, and learner characteristics, sufficient to mentor or supervise others (e.g., student teachers, colleagues or staff).</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>successfully design, implement, analyze, and critique student assessments to improve learning and teaching.</td>
<td>model a comprehensive evaluation process based on assessments and reflection to improve learning and professional practices.</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>demonstrate the ability to use appropriate instructional technology for information management, communication, and instruction.</td>
<td>integrate instructional technology throughout the professional practice.</td>
</tr>
<tr>
<td><strong>Diversity</strong></td>
<td>design and deliver effective instruction to diverse populations of learners.</td>
<td>model an understanding of diverse populations throughout the professional practice.</td>
</tr>
<tr>
<td><strong>Professionalism</strong></td>
<td>demonstrate the professional dispositions and knowledge of the school community necessary to be successful in the classroom.</td>
<td>demonstrate the dispositions and knowledge of the professional practice communities necessary to be successful in the field.</td>
</tr>
</tbody>
</table>

### CLEAR – The Professional Practitioner

The center circle of the CLEAR graphic represents the intended focus, mission, and vision of the unit’s programs to graduate a well prepared candidate, the professional practitioner. The professional education unit strives to provide the highest quality...
undergraduate and graduate educational experiences that develop effective professionals, critical thinkers, and lifelong learners.

**CONCEPT AND KNOWLEDGE-DRIVEN PRACTICES:** A professional educational practice that is concept and knowledge-driven has, as its foundation, content knowledge. This knowledge base is acquired through serious study and developed through research.

**Subject Matter Objective:** *Demonstrate the integration of central concepts, principles, and processes of inquiry and structures of the discipline.*
1. Knowledge of content and technology appropriate for the content areas.
2. Ability to identify central concepts, principles, processes, and structures of the discipline.
3. Ability to present subject matter to others in effective concrete and conceptual terms.

**Pedagogy/Technology Objective:** *Design and implement instruction that demonstrates central concepts, principles and processes of inquiry structures of the discipline using various technologies.*
4. Ability to identify, explain, and apply new methods and strategies in teaching and in other professional roles.
5. Ability to design learning based on identified central concepts, principles, processes, and structures of the discipline.
6. Ability to integrate a variety of instructional technologies and strategies appropriate for the depth of learning (analytical thinking, critical thinking, evaluative thinking, intuitive thinking and divergent thinking) and type of content (cognitive, psychomotor, affective).
7. Ability to use a variety of effective instructional skills.

**Professionalism Objective:** *Demonstrate competencies in the professional role(s) in which they plan to practice.*
8. Knowledge of common information, concepts, principles and perspectives needed to be a professional educator.
9. Commitment to the educational process.
10. Openness to the evaluative comments of others.
11. Disposition of a mature and rational professional educator.

**Assessment Objective:** *Evaluate the central concepts, principles, and processes of inquiry and structures of the discipline that actually occur as a result of instructional efforts.*
12. Ability to assess the extent students meet target learning outcomes.
13. Ability to identify individual differences in the context of learning subject matter.
14. Effective application of assessment tools and techniques.

**LEARNER-CENTERED PRACTICES:** A professional educational practice that is learner-centered focuses on the cognitive, affective and physical needs, and characteristics of each learner. It is based on the belief that all learners grow and develop throughout life and that all students can learn.
Subject Matter Objective: Demonstrate an understanding of individual differences in learning abilities and needs.

15. Ability to design lessons in the content areas reflective of state and national curriculum standards.
16. Knowledge of cognitive, social and environmental factors that affect individual student’s engagement in the learning process.
17. Ability to diagnose the individual needs of the learner and groups of learners.

Pedagogy/Technology Objective: Plan, structure, and implement instruction using various technologies that reflect an understanding of the cognitive, affective, and physical needs and characteristics of each learner.

18. Ability to apply principles of human development and learning to lesson design and implementation.
19. Ability to implement and modify instructional strategies and use of technologies that meet the needs of a wide range of individual differences in learning abilities and needs.
20. Acceptance and use of student ideas and questions.
21. Ability to incorporate alternate points of view, opinions, and beliefs in instruction.
22. Ability to identify, encourage, and develop responsibility and leadership abilities in students.
23. Ability to guide students to demonstrate learning by using appropriate technologies and methods on instruction.

Professionalism Objective: Demonstrate the understanding that those who teach must be committed to learning from and with their students and colleagues.

24. Attitudes of acceptance and respect for individual differences.
25. Positive, ethical, responsible, and collegial interactions with students, colleagues, and other educators.

Assessment Objective: Assess the relationship between instruction and student learning and adopt assessment practices that result in meaningful feedback and student accountability for learning.

27. Ability to record assessments of student learning using multiple performance measures.
28. Use of assessment records of student learning using multiple performance measures to show the impact of instruction over time.
29. Use of assessment records to make instructional decisions to reflect on those decisions and to make changes that help students meet target outcomes.

REFLECTIVE PRACTICE TO DIVERSE ROLES AND SETTINGS: Educators will work in diverse settings – from the large, urban high school to the small, rural school. Communities and schools are comprised of diverse people from a wide variety of cultural, ethnic, racial and socioeconomic backgrounds. Best educational practice requires recognition of and provisions for these differences.
**Subject Matter Objective**: Demonstrate understanding of reflective practices and diverse roles of an educator.
30. Respects for the rights and responsibilities of individuals in a free society.
31. Ability to share ideas and provide support for other learners.
32. Ability to carry out the diverse roles of educators.
33. Openness to, and an appreciation for, a wide variety of perspectives and ideas.

**Pedagogy/Technology Objective**: Develop positive school climates that reflect openness, mutual respect, support, and encourage inquiry by using various technologies.
34. Ability to plan instruction reflective of student needs.
35. Ability to plan and implement instruction that is free of bias and stereotypes.
36. Ability to plan and implement cooperative learning strategies.

**Professionalism Objective**: Contribute to the good of the profession and engage in other roles related to education...
37. Ability to reflect on the multiple roles of an educator through journals, portfolios, and other professional records.
38. Ability to use inquiry strategies to expand knowledge and understanding of educational research findings and their applications.
39. Behaviors, attitudes and activities congruent with the expectations of students as members of a community of learners.
40. Professional behaviors and attitudes appropriate for the profession.
41. Self-identify as an educator that leads to participation and leadership in professional activities.
42. Communication and collaboration with PK-12 students, colleagues, parents, agencies, and the larger community.

**Assessment Objective**: Demonstrate that curriculum and assessment are interrelated and that assessment must inform curricula and instructional decision-making if the learner is to be successful.
43. Knowledge of a variety of assessment strategies and tools and the ability to assess student progress in appropriate ways.
44. Ability to use assessment records to reflect upon the effectiveness of instruction and to plan future instruction based upon
45. Ability to use assessment records to reflect upon the effectiveness of courses and programs; and to modify courses and programs based upon students’ progress.
Appendix B

The following are the technical skills which are expected of a student accepted in the Teacher Education Program at Central Michigan University. Although it is expected that students will continue to develop and improve these abilities, those listed below are the minimal expectation for entry level students.
CMU Teacher Education Program –

Technical Standards

Mission Statement

Central Michigan University's professional education programs are designed to provide candidates with a conceptual framework of professional practice that is concept- and knowledge-driven, learner-centered, and promotes reflective practice in diverse settings and roles. The programs also prepare candidates to establish a professional practice based on the conceptual framework and guided by reflection and inquiry. A professional practice that is truly concept- and knowledge-drive, learner-centered, and relevant in diverse settings and roles is not readily acquired. Rather, it must be developed and refined through reflection and inquiry over a lifetime. The professional education programs become the foundation for a professional career that will continue to evolve and mature. (NCATE Report, 2003)

The Teacher Education Program is committed to helping students who enter education courses and programs at Central Michigan University to have every opportunity to succeed in those endeavors. Academic entry level standards are completed by the requirement to meet technical standards. Technical Standards are the essential qualities and abilities needed by each student if they are to maximize their potential for success both in the academic classroom and during field experiences. Ability to meet the Technical Standards for the Program is required for successful acclimation into the profession and these standards must be maintained throughout the student's enrollment in teacher education programs at Central Michigan University. In the event a student is unable to maintain these standards, with or without accommodation, the student may be required to withdraw from the course or program.

In keeping with applicable federal and state law regarding disabilities, Central Michigan University is committed to making reasonable accommodations for individuals with disabilities in order to enable them in performing successfully the skills necessary for a student in education programs.

Admission to the Teacher Education Program is contingent on students' confirmation that they understand these technical standards and believe they can meet them either with or without accommodations. If a student has a disability that he/she feels may require accommodations to perform any of the tasks identified as essential to education program, it is the student's responsibility to inform the Student Disability Office so appropriate steps can be taken to accommodate the student's needs.

Technical Standards
The following are the technical skills which are expected of a student accepted in the Teacher Education Program at Central Michigan University. Although it is expected that students will continue to develop and improve these abilities, those listed below are the minimal expectation for entry level students.
Cognitive Abilities are those tied to thinking skills and include such areas as focusing, organizing, recording, evaluating, communicating, and applying. The following are the expectations of the Teacher Education Program.

- Comprehend, integrate, and synthesize a large body of information/knowledge in a short time.
- Analyze complex problems.
- Reflect on academic and classroom performance accurately, and identify and implement remedies for improvement.
- Reflect on classroom and academic performance of others entrusted to their charge and accurately identify problems, pose and implement remedies for improvement.
- Utilize appropriate and effective spoken, written, and non-verbal communication.

Students must be able to understand and speak the English language at a level consistent with competent professional practice.

Affective Abilities are those tied to social and emotional skills including interaction with others and ethical beliefs that are consistent with those who work with, and are role models for young people. The following are the expectations of the Teacher Education Program.

- Demonstrate a collaborative work ethic.
- Demonstrate an appreciation and respect for individual, social, and cultural differences in fellow students, colleagues, staff, host teachers, and learners entrusted to them during their field experiences.
- Demonstrate a commitment to the safety of their fellow students, themselves, colleagues, staff, host teachers, and learners entrusted to them during their field experiences.
- Demonstrate the ability to appropriately handle situations that may be emotionally, physically, or intellectually stressful.
- Demonstrate flexibility and the ability to adjust to changing situations and uncertainty in academic and clinical classroom situations.
- Demonstrate honesty, integrity, initiative, responsibility, and professionalism.
- Maintain confidentiality of information consistent with work in academic and clinical classroom situations including but not limited to the Family Educational Rights and Privacy Act (FERPA).
- Demonstrate self-reflection and responsiveness to professional feedback.

Observation Skills are those skills which help maintain awareness of people and situations in the context of classrooms, laboratories, and field situations. The following are the expectations of the Teacher Education Program.

- Observe the appropriate level students' abilities and behaviors accurately during clinical classroom observations, instructional opportunities, and field placements.
- Read, comprehend, and interpret information accurately from diagnostic tests, equipment and records of clinical classroom students.

Psychomotor Skills are those physical skills needed to carry out the activities required of a student in education courses and programs. The following are the expectations of the Teacher Education Program.

- Attend lecture and laboratory classes and access laboratories, classrooms, and workstations.
- Attend field placements in assignment locations throughout the State of Michigan.
• Accomplish required auditory, visual, kinesthetic tasks in academic and field placement settings.
• Use fine motor skills to accurately and efficiently manipulate equipment for instruction, assessment, and management of clinical classroom students.
Appendix C

Professional dispositions address the pre-service professional educator’s commitment to the student, the learning process and the profession. The faculty and staff of CMU’s teacher education department expect candidates for the Bachelor of Science in Education to exhibit there professional dispositions.
CMU Pre-Service Teacher Professional Dispositions

The Department of Teacher Education and Professional Development (TEPD) and the Professional Education Unit (PEU) at Central Michigan University (CMU) is responsible for preparing 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.

The content and pedagogy are covered specifically and extensively in various professional preparation courses, whereas dispositions, while frequently made reference to, are not necessarily studied per se. Therefore, this vital third component, dispositions, is addressed in a document title Professional Dispositions which is identified in the following document and on the TEPD/PEU website.

As the teacher candidate moves along the path that leads to teacher certification and a teaching position, it is important that the teacher candidate demonstrate professional attributes needed for success in the teaching profession. The faculty and staff of TEPD and the PEU believe that there are specific dispositions that the teacher candidate 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.

Professional dispositions address the pre-service professional educator’s commitment to the student, the learning process and the profession. The faculty and staff of CMU’s teacher education program expect candidates for the Bachelor of Science in Education to exhibit their professional dispositions.
<table>
<thead>
<tr>
<th>Commitment to Students</th>
<th>1. Learner-Centered Focus, as indicated by the following kinds of behaviors:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) Provides opportunities for all students to learn</td>
</tr>
<tr>
<td></td>
<td>b) Seeks instructional strategies that provide opportunities for all students to be successful</td>
</tr>
<tr>
<td></td>
<td>c) Makes professional decisions with a focus on student needs</td>
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<tr>
<td></td>
<td>d) Identifies needs of students and attends to them in a timely and appropriate manner</td>
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</tbody>
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<tr>
<th>2. Professional Code of Ethics, as indicated by the following kinds of behaviors:</th>
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<tbody>
<tr>
<td>a) Is aware of program policies and professional practices; responds to these guidelines in appropriate ways</td>
</tr>
<tr>
<td>b) Supports the growth &amp; development of all learners for the purpose of creating and sustaining an informed citizenry in a democratic society</td>
</tr>
<tr>
<td>c) Is aware of the impact of one’s own ethics, values, and points of view on his/her and others’ professional practice</td>
</tr>
<tr>
<td>d) Demonstrates a commitment to safety in educational settings</td>
</tr>
<tr>
<td>e) Gives best effort in all classes on regular basis</td>
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<tr>
<th>3. Commitment to Diversity, as indicated by the following kinds of behaviors:</th>
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<tbody>
<tr>
<td>a) Actively listens to others’ perspectives in a respectful manner</td>
</tr>
<tr>
<td>b) Exhibits an understanding of factors that contribute to diversity such as race, gender, class, sexual orientation, and privilege in American society</td>
</tr>
<tr>
<td>c) Treats all with equity</td>
</tr>
<tr>
<td>d) Demonstrates an appreciation and respect for individual, social, and cultural differences in others</td>
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</tbody>
</table>

<table>
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<tr>
<th>Commitment to Learning</th>
<th>4. Initiative, as indicated by the following kinds of behaviors:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) Works effectively with limited supervision and resources</td>
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<tr>
<td></td>
<td>b) Produces quality work</td>
</tr>
<tr>
<td></td>
<td>c) Exhibits the ability to create and/or implement new ideas</td>
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</tbody>
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<table>
<thead>
<tr>
<th>5. Responsiveness to Professional Feedback, as indicated by the following kinds of behaviors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Is receptive to professional feedback concerning work/behavior</td>
</tr>
<tr>
<td>b) Adjusts performance in response to professional feedback and/or suggestions from others</td>
</tr>
<tr>
<td>c) Solicits suggestions and feedback from others</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>6. Critical Thinking, as indicated by the following kinds of behaviors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Cites the bases for conclusions</td>
</tr>
<tr>
<td>b) Poses probing questions and problems</td>
</tr>
<tr>
<td>c) Effectively analyzes, synthesizes and evaluates information</td>
</tr>
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<thead>
<tr>
<th>7. Commitment to Life Long Learning, as indicated by the following kinds of behaviors:</th>
</tr>
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<tbody>
<tr>
<td>a) Reads professional literature</td>
</tr>
<tr>
<td>b) Attends professional development meetings</td>
</tr>
<tr>
<td>c) Participates in professional organizations</td>
</tr>
<tr>
<td>d) Engages in professional inquiry and conversation</td>
</tr>
<tr>
<td>e) Engages in the use of current technology</td>
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<tr>
<td>f) Knowledgeable in content area</td>
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</tbody>
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<thead>
<tr>
<th>Commitment to Professionalism</th>
<th>8. Self-Reflection, as indicated by the following kinds of behaviors:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) Reflects on and accurately evaluates one’s experiences and work</td>
</tr>
<tr>
<td></td>
<td>b) Recognizes and addresses difficulties or deficiencies in one’s teaching and learning</td>
</tr>
</tbody>
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<tr>
<th>9. Commitment to Teaching, as indicated by the following kinds of behaviors:</th>
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</thead>
<tbody>
<tr>
<td>a) Displays a sincere interest and enthusiasm for teaching</td>
</tr>
<tr>
<td>b) Spends the time necessary to do a quality job</td>
</tr>
<tr>
<td>c) Demonstrates interest and involvement and leadership in the school and community</td>
</tr>
<tr>
<td>d) Seeks appropriate support and resources</td>
</tr>
</tbody>
</table>
10. **Responsibility, as indicated by the following kinds of behaviors:**
   a) Attends class and field placements as required
   b) Is reliable when making commitments
   c) Turns materials in on time
   d) Is punctual and prepared

11. **Emotional Maturity, as indicated by the following kinds of behaviors:**
   a) Demonstrates a sensitivity to others’ feelings and opinions
   b) Perceives what to do in order to maintain good relations with students and fellow colleagues and responds accordingly
   c) Demonstrates the ability to appropriately handle situations that may be emotionally, physically, or intellectually stressful while maintaining poise

12. **Integrity, as indicated by the following kinds of behaviors:**
   a) Behaves in a trustworthy and honest manner
   b) Adheres to current laws
   c) Exercises sound professional judgment
   d) Maintains confidentiality of information as appropriate to educational settings (e.g., FERPA, etc.)

13. **Professional communication, as indicated by the following kinds of behaviors:**
   a) Oral Communication
      i. Uses appropriate grammar
      ii. Presents an idea clearly
      iii. Uses expressive and engaging voice
   b) Written Communication
      i. Uses appropriate grammar, spelling, and punctuation
      ii. Spells correctly in professional communications
      iii. Presents ideas in a clear, concise and cogent manner
   c) Communication appropriate to the profession
      i. Electronic communications including social media
      ii. Professional settings
      iii. Public settings

14. **Professional appearance and behavior, as indicated by the following kinds of behaviors:**
   a) Maintains a professional appearance in professional settings
   b) Dresses appropriately for the context of the professional setting
   c) Exhibits professional demeanor and behavior, appropriate to the setting

15. **Collaboration (able to work effectively with professional colleagues and other adults), as indicated by some of the following kinds of behaviors:**
   a) Contributes materials and ideas in a collaborative fashion
   b) Communicates in respectful manner
   c) Actively listens and shows respect during professional classes and meetings
   d) Initiates appropriate collaboration

16. **Leadership**
   a) Views leadership as service
   b) Assumes the responsibility to solve a problem or fulfill a perceived need
   c) Envisions a solution
   d) Seeks counsel and convinces followers to join the effort to address the need
The Entry-Level Standards for Michigan Teachers (ELSMT) that were adopted by the State Board of Education in August 1993. The state standards provide a framework for quality teacher preparation and practice during the teacher’s career. They focus on expectations in curriculum knowledge and teaching skills of a Michigan educator.
Professional Standards for Michigan Teachers

Upon entry into an approved teacher preparation program in Michigan, teacher candidates will begin career long professional development in the standards as listed below. These research-based standards provide a framework of rigorous subject matter knowledge in the liberal arts/sciences, and relevant pedagogical knowledge for optimal student learning, achievement, and participation in a global society.

A certified teacher within the state of Michigan must initially possess and be able to demonstrate continued growth in the following areas:

1. **Subject Matter Knowledge in the General Liberal Education**
   An understanding and appreciation of the liberal arts (humanities, social sciences, mathematical and natural sciences, and the arts).

2. **Instructional Design and Assessment**
   Facilitation of learning and achievement of all students (in accordance with the SBE Universal Education Policy).

3. **Curricular and Pedagogical Content Knowledge Aligned with State Resources**
   Knowledge of subject matter and pedagogy with reference to the Michigan Curriculum Framework and other state sponsored resources, for consistent and equitable learning in Michigan schools.

4. **Effective Learning Environments**
   Management and monitoring of students, classrooms, and relationships to enhance learning.

5. **Responsibilities and Relationships to the School, Classroom, and Student**
   Systematic reflection to organize and improve teaching and develop effective relationships.

6. **Responsibilities and Relationships to the Greater Community**
   Participation in professional, local, state, national, and global learning communities.

7. **Technology Operations and Concepts**
   Use of technological tools, operations and concepts to enhance learning, personal/professional productivity, and communication.
Appendix E

The Code of Ethics was approved by the State Board of Education as a position statement of the ethical practice of Michigan’s professional educators. This Code of Ethics is one example of addressing the State Board of Education’s goal of Ensuring Excellent Educators for Michigan’s children.
Michigan Professional Educator’s Code of Ethics

**Preamble:** Society has charged public education with trust and responsibility that requires of professional educators the highest ideals and quality service.

The Michigan State Board of Education adopts this Code of Ethics to articulate the ethical standards to which professional educators are expected to adhere in their job performance.

**Ethical Standards:** The following ethical standards address the professional educator’s commitment to the student and the profession.

1. **Service toward common good**
   **Ethical Principle:** The professional educator’s primary goal is to support the growth and development of all learners for the purpose of creating and sustaining an informed citizenry in a democratic society.

2. **Mutual respect**
   **Ethical Principle:** Professional educators respect the inherent dignity and worth of each individual.

3. **Equity**
   **Ethical Principle:** Professional educators advocate the practice of equity. The professional educator advocates for equal access to educational opportunities for each individual.

4. **Diversity**
   **Ethical Principle:** Professional educators promote cross-cultural awareness by honoring and valuing individual differences and supporting the strengths of all individuals to ensure that instruction reflects the realities and diversity of the world.

5. **Truth and honesty**
   **Ethical Principle:** Professional educators uphold personal and professional integrity and behave in a trustworthy manner. They adhere to acceptable social practices, current state law, state, and national student assessment guidelines, and exercise sound professional judgment.
Appendix F

Information on the legal aspects of teaching and the requirements of Central Michigan University and the Michigan Department of Education explaining that there are no teachers in the field with open legal matters.
Criminal Conviction Issues – What you should know!

If a teacher education candidate has any legal issue(s) (besides traffic violations such as speeding), s/he must provide a Judgment of Sentence (if the legal issue is still pending or the student is on probation) and/or a Register of Action when the case is closed, to EHS 421. If a student has been charged but is pending a court hearing s/he 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 http://bit.ly/CSS_Legal_Issues and click on the “Teacher Education Road Map” and “Legal Information.”

A teacher education candidate with any criminal conviction(s) including misdemeanors will not be guaranteed certification even if s/he successfully completes a teacher preparation program. The decision to certify a teacher education candidate is made by the Michigan Department of Education (MDE). The MDE has the authority to deny certification to a teacher education candidate with a criminal conviction regardless of their academic performance. CMU requires a teacher education candidate to self-disclose any legal issue(s) at the time of admission to the teacher education program. The Internet Criminal History Access Tool (ICHAT) will be used for background checks preceding each field experience.

A STUDENT WITH ANY FELONY CONVICTION WILL NOT BE GRANTED ADMISSION INTO CMU’S TEACHER EDUCATION PROGRAM.

Offenses that may Prevent Teacher Certification through MDE:

1. Criminal sexual conduct in the fourth degree or an attempt to commit the crime.
2. Child abuse in the third or fourth degree or an attempt to commit the crime.
3. A misdemeanor involving cruelty, torture, or indecent exposure involving children.
4. A misdemeanor violation of distributing marijuana on school property.
5. A violation of any section from the Michigan Penal Code in the following areas: breaking and entering, presence of minor under 17 in places where liquor is sold, lewd and lascivious behavior, contributing to the neglect or delinquency of a minor, removing items from a vacant dwelling.
6. A misdemeanor violation from the Michigan Penal Code in the following areas: assault and battery, domestic violence, selling or furnishing alcoholic liquor to a person less than 21 years of age.
7. More than one: Driving Under the Influence (DUI), or Operating under the Influence of Liquor (OUIL).
8. A violation of substantially similar law of another state, of a political subdivision of this state or another state, or of the United States.
9. More than one minor in possession conviction
10. More than one misdemeanor of any kind.

Please Note: If a student does not report any charge/conviction (this would include being charged pending court date) within two business days or if a student has misrepresented their legal information in any way s/he will be subject to suspension, probation or removal from the teacher education program.

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 K-12 schools are required to prohibit the possession and use of marijuana on these campuses. Therefore, even if a student has the appropriate identification card, a student may not possess or use marijuana on the CMU campus or as part of a CMU program.

8.1.2012 - CSS
CMU Legal Clearance Procedure

- Any candidate with a criminal conviction must present the appropriate documentation to proceed in the teacher education program.

- A candidate with one or two misdemeanors may continue in the program once the case is closed and the documentation has been confirmed. A candidate with 3 misdemeanors will be under review and may be removed from the program.

- Any candidate with a felony will not be allowed admission into the teacher education program; or if the felony is obtained after admission the candidate will be removed from the teacher education program.

- Any candidate with any open legal issue will not be allowed to participate in any field experience.

Central Michigan University teacher education program mandates that a candidate disclose their legal status on four occasions. CMU teacher education further requires a candidate to self-report any changes to their legal status within two (2) business days of the offense. A candidate’s failure to comply with CMU’s legal requirements will result in an immediate suspension or dismissal from the teacher education program.

CSS-7/17/2012