

Center for
Clinical Experiences
HANDBOOK
2019-2020

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CENTER FOR CLINICAL EXPERIENCES

Esteemed Partners, Teacher Candidates, and Colleagues,

At Central Michigan University, we believe teaching is a skill-driven profession that is not learned overnight, or through one field experience. Great teaching develops through cohesive coursework with imbedded clinical experiences and supported by the knowledge of master teachers willing to share their expertise with novice candidates. Candidates are expected to wholly participate, reflect deeply, and grow as practitioners through their experiences working alongside skilled mentors.

We are grateful to our cooperating teachers, P-12 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 designed to meet the needs of candidates in General Education and Special Education Pre-Student Teaching and Student Teaching, Cooperating Teachers, and university staff and instructors. This handbook describes the components of the CMU Teacher Education Program in detail so all stakeholders are aware of policies and procedures. 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.*

It is our hope that your experiences will be rewarding. 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.

Fire up!



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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 in both traditional classrooms and online educational experiences. 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 experience in both their Pre-Student Teaching and Student Teaching days.

Pre-Student Teaching (Apprenticeship)

Each education student receives a placement with a P-12 classroom teacher in a local school for a comprehensive classroom experience. During this experience, candidates work with their cooperating teacher to support instruction and apply learnings from methods courses through lesson plan design and implementation. Successful completion of Pre-Student Teaching is required before student teaching. Teacher candidates should meet with their college advisor to determine when candidates should enroll in their PST courses.

More detailed information related to Pre-Student Teaching can be found on page 18.

Student Teaching (Internship)

The student teaching clinical experience, in most cases, is the final semester of the Central Michigan University Teacher Education Program. Students majoring in Special Education will participate in two semesters of the student teaching field experience. 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 candidates have completed the practice portion of their training are they prepared for the classroom.

Candidates must have successfully completed all Professional Education courses and must meet all eligibility requirements prior to approval for student teaching. Once approved, Teacher Candidates will work closely with their assigned University Coordinator, who will secure the best placement available. At no time may a Teacher Candidates seek their own student teaching placement as many factors come into play when determining a student's placement such as major/minor content area, affiliation agreements with school districts, availability of tenured teachers, Teacher Candidate's GPA, etc.

More detailed information related to Student Teaching can be found on page 20.

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)774-7662 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. For more information on the CLeaR Model
<https://www.cmich.edu/colleges/ehs/unit/centerforclinicalexperiences/Pages/CLeaR-Conceptual-Model.aspx>

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

Core Practices: The Michigan Department of Education has chosen [TeachingWorks' high-leverage practices](#) (HLPs) as defining what all teachers (particularly new instructors) should be able to do with respect to teaching and their work with children. In February of 2019, the Michigan Department of Education held a congress with representatives from P-12 school districts and teacher preparation programs. Based on the statewide congress and input provided by CMU's faculty and partners, the five Core Practices CMU will focus on initially are:

- Leading a group discussion;
- Explaining and modeling content, practices, and strategies;
- Eliciting and interpreting individual student thinking;
- Building respectful relationships with students;
- Learning about students cultural, religious, family, intellectual, personal experiences, and resources for use in instruction

More information related to all 19 Core Practices can be found at:

https://www.michigan.gov/documents/mde/Core_Teaching_Practices_648488_7.pdf

Co-Teaching: two teachers (licensed professionals or a cooperating teacher and teacher candidate) working together with groups of students – sharing the planning, organization, delivery and assessment of instruction as well as the physical space. Both teachers are actively involved and engaged in all aspects of instruction.

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. More information can be found at <https://www.cmich.edu/colleges/ehs/unit/peu/Pages/Professional-Dispositions.aspx>.

Diversity: Candidates are expected to experience education through a cohesive and diverse set of clinical experiences. There are six diversity categories that education students will have the opportunity to explore

during their program with a minimum of five required prior to being recommended for certification through the State of Michigan: Urban/Rural, ESL, Exceptionalities, Gender, Socio-economic status, Race/Ethnicity.

GoReact: A software application that is an online formative assessment resource to review the developing skills of teacher candidates on video.

Mandatory Student Teaching Application Meeting: This meeting is held at the beginning of the each semester for candidates preparing to student teach the following semester. Meeting dates and times will be posted and shared via email. Detailed information regarding the clinical experiences application, items that are required prior to Student Teaching, and specific student teaching policies will be provided at this meeting.

Placement: The placement refers to the assignment of a Cooperating Teacher as the assigned mentor to the Teacher Candidate for the specified clinical experience. The Center for Clinical Experiences staff makes placements so that all affiliation agreements are followed. Cooperating Teachers are selected in cooperation with the school's designated administrator. Teacher Candidates are NOT allowed to seek field placements and doing so may jeopardize their status in the teacher education program.

Pre-Student Teaching Field Experience: This experience is offered in conjunction with teacher education methods courses. The Teacher Candidate in Pre-Student Teaching 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. **Final Evaluation**, is a summative assessment aligned with The Danielson Model and the InTASC Standards adopted by Michigan for teacher preparation. The final evaluation focuses on four areas: 1) Preparation and Planning; 2) Classroom Environment; 3) Instruction; and 4) Professional Responsibility. The final evaluation will be completed at the end of the teacher candidate's pre-student teaching experience. The evaluation will be completed in Taskstream™. Both the teacher candidate and the cooperating teacher will complete the evaluation.
2. **Ongoing evaluation**, takes place every two to three weeks through electronic surveys and Taskstream submissions to monitor candidate progress. These evaluations represent the daily and weekly formative assessment of a Teacher Candidate in Pre-Student Teaching'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 (Affiliation Agreement): Agreement between Central Michigan University and the schools' governance boards, which specifies conditions for all clinical experiences. All schools where Teacher Candidates are placed must have a signed affiliation 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 majoring in Special Education complete two semesters of Student Teaching experiences, a General Education clinical experience and a Special Education clinical experience. Special Education students are advised by Center for Student Services Advisors. Special Education Teacher Candidates are required to attend the Mandatory Student Teaching Application Meeting in the semester prior to their first semester of student teaching (the General Education placement). Special Education

Teacher Candidates are not required to attend the mandatory meeting for their second placement; however, they are still required to complete the online application.

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 Teaching Academy: The Student Teaching Academy is a mandatory meeting for all teacher candidates preparing to enter student teaching the following semester. The academy is scheduled for the week before exams and includes a review of information critical for all student teachers.

Student Teaching Center: There are multiple Student Teaching Centers across Michigan. Each Center has several University Coordinators who work with Teacher Candidates. Each center is a host for Seminar (EDU 432).

Student Teaching Conference: This occurs after an observation when the Teacher Candidate interacts verbally with the University Coordinator and (when possible) the Cooperating Teacher. 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 represents the daily and weekly assessment of a Teacher Candidate’s growth toward the attainment of professional goals and objectives;
- 2) The Mid-Progress Evaluation is a summative assessment aligned with The Danielson Model and the InTASC Standards adopted by Michigan for teacher preparation. The Mid-Progress evaluation focuses on four areas: 1) Preparation and Planning; 2) Classroom Environment; 3) Instruction; and 4) Professional Responsibility. The Mid-Progress Evaluation will be completed at the mid-point of the teacher candidate’s student teaching experience. The evaluation will be completed in Taskstream™. The teacher candidate, the cooperating teacher, and university coordinator will complete the evaluation.
- 3) The Final Evaluation is a summative assessment aligned with The Danielson Model and the InTASC Standards adopted by Michigan for teacher preparation. The Final Evaluation focuses on four areas: 1) Preparation and Planning; 2) Classroom Environment; 3) Instruction; and 4) Professional Responsibility. The Final Evaluation will be completed at the end of the teacher candidate’s student teaching experience. The evaluation will be completed in Taskstream™. The teacher candidate, the cooperating teacher, and university coordinator will complete the evaluation.

Student Teaching Interview: Meeting between the Teacher Candidate 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.

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

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

Taskstream™: Taskstream is a provider of learning outcomes assessment technology and accreditation solutions for higher education. This system is an electronic data management/portfolio system used to collect key assignments throughout the teacher candidate’s educational experience.

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

Placement Visitation/Interview Day: The day the Teacher Candidate 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, Teacher Candidate have completed the visitation/interview day and the teacher candidate receives their notice of eligibility.

General Policies and Procedures

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, Teacher Candidates must also adhere to the attendance policy set by the Center for Clinical Experiences.

General attendance guidelines for Student Teaching:

- The Student Teaching Internship will begin on the first teacher report day after summer break (fall semester) or winter break (spring semester) and last 16 weeks.
- Teacher Candidates are expected to be at their placement every day and follow the school calendar.
 - A. There are no vacation or personal days during student teaching.
 - B. If you miss more than two days for extreme illness or family emergencies, you must make up those days in the field.
 - C. You may be required to continue your student teaching placement past graduation to make up for time missed due to extreme illness or family emergencies.
 - D. **One unexcused absence and/or two late arrivals or the combination thereof, will require a meeting with the Director of CCE or designee and may be reason for possible dismissal from your clinical field experience.**
- Teacher Candidates must allow adequate time for arrival on the first day of the experience and all those thereafter, arriving prompt, prepared, and appropriately dressed.
- Make the Cooperating Teacher aware of any known schedule changes well in advance.
- When a teacher candidate is ill and unable to be at school for the assigned day/time, he/she should **call** the Cooperating Teacher before school starts in the morning to let him/her know of the absence. Email is not an acceptable form of communication. The teacher candidate will need to make arrangements to make up the missed hours. Teacher Candidates absent from Student Teaching must complete a [Student Teacher Absence Report form](#).
- At no time should a teacher candidate leave the school premises during scheduled fieldwork, unless prior approval has been given.
- Additional Professional Development opportunities must be approved by your University Coordinator and host teacher at least two weeks in advance (Maximum of one day per semester).
- Please review the **Seminar Sessions** policy on p. 31 which outlines attendance requirements for Seminar.

Pre-Student Teaching specific guidelines:

- The Teacher Candidate may change the day/time of their placement **IF** the Cooperating Teacher agrees to the change. All changes are to be recorded at the Center for Clinical Experiences through the Placement Verification assignment on Taskstream. Any changes made after the verification assignment has been completed on Taskstream, must be approved by the Director of Clinical Experiences or the Coordinator of Clinical Experiences.
- The Teacher Candidate is responsible for submitting the attendance record each visit to the host teacher for signature and verification. All teacher candidates receive an attendance record at the beginning of their PST experience from the course instructor.
- In the interest of student safety, if CMU is closed or delayed due to weather, pre-student teachers enrolled in an on-campus course must follow the directions of the University. If CMU is closed for the day, do not report to your site. If CMU is delayed, report to your site no later than one hour after CMU campus reopens (for example: campus reopens at 11, report to your site by noon).
- **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 submitting their attendance forms in Taskstream weekly for the Cooperating Teacher to verify.*

Bloodborne Pathogens (BBP)

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.

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. Learn more about the [CLeaR Conceptual Framework](#).

CMU Picture ID

All Teacher Candidates are required to wear their CMU clinical experiences picture ID every day during their clinical experiences. The CMU clinical experiences picture ID is to be worn to the Student Teaching Visitation/Interview Day. ID's can be obtained in EHS 421. Teacher Candidates must bring a photo ID and have a valid ICHAT on file when requesting a CMU clinical experiences ID. Replacement IDs can be requested in the Center for Student Services for a minimal fee.

Coaching Candidates through Instructional Issues in the Field

If instructional or professional issues arise in the classroom during a clinical experience, the onsite Clinical Faculty (Cooperating Teacher, CMU faculty, and/or University Coordinator) will work alongside the candidate to address the concerns immediately. If after support, sufficient changes are not observed, an "Action Plan" will be developed in collaboration with the Teacher Candidate and CCE staff. The "Action Plan" will be submitted to the Director of Clinical Experiences. The Clinical Faculty, Cooperating Teacher, and the Teacher Candidate will work collaboratively to resolve the issues noted. At the end of term, if the goals of the Action Plan have not been met, the Director of Clinical Experiences will meet with the Teacher Candidate regarding next steps which may involve extra clinical requirements or retaking the course.

Writing an Action Plan

When a problem in the field persists, a written plan of action must be developed. Prior to completing the official "Action Plan", the University Coordinator or Cooperating Teacher may:

- Conduct formal and informal visits to the assigned classrooms/schools to observe and assess the Teacher Candidate's work based on identified criteria
- Document and discuss identified strengths and areas of growth for the Teacher Candidate
- Share observed strengths and needs with the Teacher Candidate and allow for a period of attempted improvements.

If growth is not demonstrated, a written Action Plan should be submitted. The Action Plan is a standardized CCE form and can be found [here](#). The development of an Action Plan includes the following steps:

1. Communicate the need for an Action Plan to the appropriate CCE contact, enlisting support and guidance as necessary, and sharing history of the issue and previous interventions, if any.
 - a. Student Teaching Action Plans should be directed to the Director of Clinical Experiences.
 - b. Pre-Student Teaching Action Plans should be directed to the Coordinator of Clinical Experiences.
2. Develop a written Action Plan with input from the Teacher Candidate and Cooperating Teacher identifying the concern(s), the goal(s) for improvement, a defined timeline for improvements including a deadline for review, and specific action steps needed to achieve the stated goal.

3. Submit a signed Action Plan to The Center for Clinical Experiences, and provide copies of the signed plan to the Cooperating Teacher, Teacher Candidate, and appropriate CCE contact (see #1).
4. Clinical Faculty shall evaluate the Teacher Candidate's progress by documenting actions taken and noting whether the goal has or has not been completed by the deadline.

Teacher Candidates who have a valid concern relating to their placement or evaluation by their University Coordinator or Cooperating Teacher should contact the Director of Clinical Experiences or Coordinator of Clinical Experiences.

Confidentiality

It is important to maintain the confidentiality of students and staff at all times. This carries over to any written work created by P-12 students. To discuss a specific situation involving a student/staff member, the teacher candidate should 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. Also include a statement 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 Teacher Candidate or the school in which teacher candidate is placed. Teacher Candidates are advised to refrain from creating 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 the Center for Student Services, EHS 421 (989-774-3309). For a detailed explanation of criminal conviction issues, please review [Legal Issues for Teacher Candidates](#).

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 Teacher Candidates move through the Teacher Education Program, certification and P-12 employment, it is important that candidates demonstrate professional attributes needed for success in the teaching profession. The professional education faculty and staff believe there are specific dispositions 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. Students struggling with dispositions may be referred for remediation or action plan based on their performance in the classroom or clinical site.

For more information related to dispositions, including an explanation of the dispositions process, a concerns form and a dispositions resolution form, visit the [Professional Dispositions](#) page.

Diversity Requirements

All candidates in the Teacher Education program at CMU 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 five of the seven categories listed below are met. This information will be reviewed at the time of fieldwork assignments for placement purposes and monitored by the Center for Clinical Experiences and Center for Student Services.

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 include 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.
- **P-12 School Settings (Urban and Non-Urban)** - 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 at one site during their field experiences. Student Teaching University Coordinators will make every attempt to assist with meeting missing requirements during the Candidate's field experience if categories have not been met. This is not a guarantee. It is recommended that diversity requirements are fulfilled by course-embedded clinical experiences prior to Student Teaching.

[Diversity Information](#) can be found on the Center for Student Services website.

Dress Code

Showing respect for students, colleagues, students' parents, and the Education profession is reflected in a Teacher Candidate's appearance. During all clinical experiences all Teacher Candidates are expected to be well-groomed and 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. Teacher Candidates may contact *First Impressions* and receive free professional attire. *First Impressions* is located in the Bovee Student Center. More information on this service is located at this website: <https://www.cmich.edu/firstimpressions/Pages/default.aspx>

Successful Teacher Candidates follow these guidelines:

- Clean tan/navy/black dress pants, a coordinating polo top, and comfortable dress shoes.
- Skirts and dresses that fall past the knee in length.
- Longer dress/polo shirts, tucked in with midribs covered.
- Avoid distracting students with clothing and accessories by removing piercings of the body and face and covering visible tattoos.
- Physical Education majors should speak to their host regarding appropriate dress in PE settings.

Early Release from the Student Teaching Internship

Teacher Candidates in their final semester of student teaching may receive an early release for employment as a long-term substitute teacher after completing 12 weeks of student teaching. The Director of Clinical Experiences will work with the building principal, university coordinator, and student teacher when considering extenuating circumstances or unique opportunities related to substitute teaching assignments. The Director of Clinical Experiences will consider approval after reviewing the following:

1. The student teacher has been offered a long-term substitute teaching position from a P-12 school district to begin during the week 13 through 16 of student teacher's clinical assignment.
2. The student teacher received a "proficient" or "distinguished" rating from the cooperating teacher on the mid-semester evaluation.
3. Written statement from the student teacher's assigned university coordinator that the student teacher has developed a plan to complete the required observations, evaluation and MDE surveys by the end of the semester. All university work must be completed by the end of the semester.

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.

Requirements for Cooperating Teachers

The Center for Clinical Experiences is continually looking to expand its base of Cooperating Teachers across content areas. To ensure that Teacher Candidates are mentored and supported during their fieldwork experiences, stakeholders have established a list of criteria for recruiting potential Cooperating Teachers.

Minimum Qualifications

- Demonstrated mentorship dispositions, exceptional communication skills, and experience providing adults feedback for improvement.
- Knowledgeable of subject matter and able to model effective pedagogy
- Sensitive to diverse perspectives
- Involved in educational committees or professional advisory councils
- Valid Teaching Certificate with three years successful teaching experience (minimum) or recommendation by CMU faculty
- Approval by building administrator

Desired Qualifications:

- Master's Degree in Education
- Familiar with the teacher education process
- Participates in local, regional, state, and/or national professional organizations

More specific information regarding Cooperating Teachers can be found on page 33.

Standard Teaching Certification Checklist. In order to receive a Michigan standard teacher certificate Teacher Candidates must apply to the Michigan Department of Education (MDE). For application instructions along with a checklist of requirements, please see the Center for Student Services [Certification](#) webpage.

Social Media

Teacher Candidates are entering the professional field of education. In transitioning from "college student" to "professional educator", Teacher Candidates should review various aspects of life with a new set of eyes – those of a teacher, Principal, parent, or potential employer.

Personal Use- Teacher Candidates are advised to remove pictures and social media posts that do not represent themselves as developing professional educators. Teacher Candidates have a very visible presence in a conservative field and should represent themselves as upstanding members of this profession. Teacher Candidates should review pictures and posts in their text messaging, instant messaging, email, blogs, chat rooms, video-sharing Web sites, editorial comments posted on the Internet, and social networking sites such as (but not limited to) Facebook, Instagram, Snapchat, LinkedIn, Twitter, Tumblr, Google+, Flickr, and YouTube. This also includes photos that friends of teacher candidates may post on their own pages, as everything is linked and easy to navigate. Additionally, socially visible areas that may require attention are voicemail greetings, email signatures, and social media or email user names. For example: Do callers hear loud music and a very “informal” greeting? Is the teacher candidate’s email address or signature business-like or one which might raise eye-brows (i.e. hotmamma@gmail.com)?

Classroom Use- While in a classroom the Cooperating Teacher may utilize social media for instructional purposes. Most School Districts have an electronic media policy available to read. All teacher candidates are required to obtain permission from the Cooperating Teacher prior to teaching the lesson employing technology or social media tools for educational purposes. ***Be mindful of “Friending” students in the classroom and/or colleagues. Engaging in social media exchanges with P-12 students or their parents may warrant disciplinary action.***

School Cancellations

Snow Days and other weather-related decisions are based on the safety of the students that travel to school. Teacher Candidates should be prepared to go to school if school is open and their cooperating teacher plans to be there. As a general rule of thumb, talk to your Cooperating Teacher and do as they do.

Substitute Teaching during Student Teaching

Student teachers are not required to accept a substitute teaching position during their clinical experience. However, when given the opportunity to substitute teach in the classroom or building to which the student teacher is assigned, the student teacher should consider accepting the assignment as an experience in career development. In all situations in which the school administration asks the student teacher to substitute teach and the request is accepted, the CMU student teacher should be properly compensated for the substitute teaching work.

The substitute teacher policy outlined below is a general policy to meet the needs of both the P-12 school district and the CMU student teacher. If a unique substitute teaching position should occur in a P-12 school district, the Director of Clinical Experiences will work with the administration to attempt to meet the needs of the school district and maintain the goals of the CMU clinical experience.

Teacher Candidates in EDU 458 and SPE 456/458 may be employed by the P-12 school district to which they are assigned as a substitute teacher during student teaching under the following conditions:

1. The student teacher has completed the required P-12 district paperwork for employment.
2. The **General Education** student teachers may substitute teach in their assigned classroom(s) for a total of 5 days during weeks 1-5 of the semester. The same student teacher may substitute teach in his/her assigned building (upon administrator request) for a total of 10 additional days beginning week 6 of the semester unless other arrangements are made with the Director of Clinical Experiences due to extenuating circumstances.
3. The **Special Education** student teachers may substitute in their assigned classroom for a total of 5 days during weeks 1-8 of the semester. The same student teacher may substitute teach in his/her assigned building (upon administrator request) for an additional 10 days beginning week 9 unless other arrangements are made with the Director of Clinical Experiences due to extenuating circumstances.

4. The student teacher will notify his/her assigned University Coordinator in writing in when employed as a substitute teacher.
5. The student teacher will not be absent from the EDU 432 seminar course to substitute teach unless approved in advance by the seminar instructor.

Use of Personal Technology in the Field

Recognize there is no personal use of a phone needed while in the classroom. Even if a host teacher is allowed to use their phone/cell, this is not the case for Teacher Candidates. This includes using smart watches and tablets for personal use while in the P-12 setting. If there is an *emergency* and you need access to your phone, discuss this with your Cooperating Teacher in advance. Sneaking technology while you are expected to be working is unprofessional and can lead to a dispositions violation.

Planning for a successful program

- **Meet with an academic advisor regularly.** Teacher candidates should be in regular contact with their major/minor advisor and their academic advisor in the Center for Student Services.
- **Monitor the Student Information Sheet.** Any change to a major/minor should be reflected on the Student Information Sheet. All application links for Pre-Student Teaching and Student Teaching can be found here. This information will be used to determine teacher candidate eligibility for field experiences.
- **Handbook Review.** The Clinical Experiences handbook will help teacher candidates be successful in their field placements. Teacher candidates are encouraged to refer to it often to be sure they 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 Candidates in the US and abroad. Teacher candidates are advised to watch bulletin boards and check their email for the latest opportunities to participate in a Global and Cultural Experience in Education.
- **Visit the Center for Clinical Experiences Website.** For the most updated information and announcements, teacher candidates should bookmark the Center for Clinical Experiences website.
- **Deadlines.** Because most Teacher Candidates will have many commitments to meet in and out of the classroom, they are encouraged to pay close attention to their cmich email and maintain an accurate calendar of upcoming deadlines. Missing due dates can result in a delay in a teacher candidate's progress.

Tips for Success in the Field

- **Be on time.** Teacher Candidates are responsible for understanding the start time of their day and how long staff members are to remain after school. They are to be on time for all appointments and express a willingness to stay longer than what is expected.
- **Attendance should be perfect.** Teacher Candidates are expected to be at their placement every scheduled day and to follow the school calendar. Teacher Candidates should determine the procedures for absences due to illness or other emergencies with their CT at the start of a placement. **Teacher Candidates may be required to extend their placements to make up for time missed.**
- **Cooperating Teacher expectations.** Teacher Candidates are expected to work collaboratively with their Cooperating Teacher to positively impact student learning and develop as a pre-service teacher in preparation for their future classrooms.
- **Demonstrate professional conduct.** Teacher Candidates should speak professionally about students, their assigned school, colleagues, the university, its programs, etc.
- **Be prepared.** Detailed lesson plans will be expected and provide Teacher Candidates with the confidence necessary to present themselves as competent teachers.

- **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 and piercings are covered or minimized from distraction.
- **Be a good listener.** Teacher Candidates are expected to welcome feedback from the Clinical Faculty, Cooperating Teacher and/or University Coordinator. Additionally, students may also provide pertinent feedback that can assist the Teacher Candidate in connecting with students and forwarding their learning.
- **Become involved in extra-curricular activities.** Teacher Candidates are encouraged to extend their availability to assist the Cooperating Teacher, to help coach and supervise after school activities, or to tutor students as needed.
- **Teacher Candidates are guests in the P-12 schools.** Teacher Candidates are encouraged to remember that the school's facilities and materials are for professional use and to act as good stewards.
- **Recognize that all teachers have different philosophies of education.** Teacher Candidates are in field experiences learning to be reflective practitioners, not evaluators of teachers. Negative criticism and opinions are not a part of the fieldwork experience.
- **Seek the respect of students through competence.** Establishing a relationship with every student is essential for learning, but friendship is not an appropriate student-teacher relationship. Being prepared, dressing professionally, planning engaging and relevant lessons, establishing rules and procedures, being fair, and finding something positive about each student assists the Teacher Candidate in establishing positive relationships with students and demonstrating competence as a developing pre-service teacher.

Pre-Student Teaching Field Experience

The Teacher Candidate in Pre-Student Teaching 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 wide-ranging classroom experience. Elementary Teacher Candidates are placed in partnership schools and Secondary Teacher Candidates are placed regionally (within an hour of Mount Pleasant).

Staff from the Center of Clinical Experiences will distribute necessary information and forms to each Teacher Candidate in Pre-Student Teaching during the initial weeks of their University pre-student teaching course. P-12 field assignments and additional information will be available on the Student Information (SI) sheet, soon after the start of the semester.

Registering for Fieldwork Courses

Teacher candidates should meet with their college advisor to determine when candidates should enroll in their PST courses.

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.
- Teacher Candidates in Pre-Student Teaching must have a minimum 2.7 cumulative GPA to be in the field.
- Teacher Candidates in Pre-Student Teaching must have Bloodborne Pathogens Training successfully completed prior to entering the P-12 setting. See Bloodborne Pathogens in the Experiences Overview section of the handbook.
- Teacher Candidates 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 partners and teacher candidates but unfortunately, all requests may not be filled.
- Each school system has the opportunity to request teacher candidates based on district policies.
- Find the school district calendar to determine any school cancelations 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.
- Teacher Candidates in Pre-Student Teaching must contact the Cooperating Teacher at least 4 days prior to the first scheduled visit. Each teacher candidate will receive an announcement via Blackboard when it is time to contact a 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 Director of Clinical Experiences 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 Teacher Candidate in Pre-Student Teaching 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.

Multiple Placements in one semester (i.e. Double Counting Hours)

- If a student is concurrently enrolled in two courses requiring placements, the same site may be used but the hours may not double count.
 - *Students in EDU 380 and ENG 315*-Candidates in EDU 380 can use time in their placement to complete ENG 315 requirements as long as that time is made up on additional days (20 hours).
 - *Students in SPE 324 and ENG 315*-Candidates in SPE 324 can complete their ENG 315 requirements (in another classroom at the same school site) outside of the SPE 324 time expectations.
 - *Candidates may not take SPE 324 and EDU 380 concurrently.*
- All sites are not appropriate for all courses, therefore, students must alert the Center for Clinical Experiences on their pre-student teaching application (EDU 380 or SPE 324) and English faculty on their ENG 315 placement sheet if they will have multiple placements.
- CCE staff and faculty members will work together to make best-fit placements for candidates.

Role of the Teacher Candidate in Pre-Student Teaching

During this semester Teacher Candidates in Pre-Student Teaching 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.
- Co-plan, co-teach and co-assess with cooperating teacher.
- 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, teacher candidates will develop a better understanding of how to apply what they have learned in their college courses. Journal topics are assigned by faculty members as part of the Pre-Student Teaching coursework.

Student Teaching Field Experiences

During the culminating clinical experience of Student Teaching, Teacher Candidates are enrolled in EDU 432 (3 hours) and EDU 458 (10 hours) for their General Education Student Teaching experience. Special Education majors also complete a semester of Special Education Student Teaching fieldwork.

- CI Teacher Candidates will take SPE 522: Seminar in Advanced Methods for Teaching Students with Cognitive Impairment meeting 6 times during the semester and SPE 458: Special Education Clinical Experience: Cognitive Impairment is the 16 week field experience.
- EI Teacher Candidates will take SPE 581 Seminar in Advanced Methods for Teaching Students with Emotional Impairment meeting 6 times during the semester and SPE 456: Special Education Clinical Experience: Emotional Impairment is the 16 week field experience.

While completing student teaching, the primary resource for the Teacher Candidate and the Cooperating Teacher during the semester is the University Coordinator. If at any time, as a Teacher Candidate you have any questions, concerns or need information, contact your assigned University Coordinator.

Preparing to Student Teach

Academic Eligibility 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 must complete SPE 504 with a C+ or higher
- 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. SPE majors must have a GPA of at least 2.70. Departments may require additional documentation or a higher GPA.
- Departmental Approval
- Removal of all incompletes

Pre-graduation Audit

Teacher Candidates should monitor their progress by regularly checking their Degree Progress page to ensure graduation requirements have been met. If you have any questions or concerns, please make an appointment with your CEHS college advisor as soon as possible at 989-774-3309.

Mandatory Student Teaching Application Meeting

There are two Mandatory Student Teaching Application meetings held at the beginning of 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 have a device to access their SI sheet or a printed copy for the meeting.

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 transfer 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.* Teacher Candidates are responsible for meeting their department's specific requirements.
- 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 during PST.
- CPR/FA certification with a Michigan Department of Education (MDE) approved provider.
- Successful completion of Pre-Student Teaching.
- Completed ICHAT to EHS 421 by the required date for each semester.
- Electronic submission of Student Teaching Application and submission of all requirements by due date.

Eligibility Notification

Teacher Candidates must receive an Eligibility Notification via email from the Center for 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 placements will not be pursued until the 2.7 requirement is 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 Teacher Candidate.

Student Teaching Assignments

The Director of Clinical Experiences, or designee, will coordinate and monitor assignments of all University Coordinator faculty and Teacher Candidates. Special Education experiences take place the semester after the General Education Student Teaching.

Assigning Teacher Candidates to Centers

Planning for Student Teaching begins a full semester prior to the expected Student Teaching semester. Teacher Candidates must 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 potential centers for their Student Teaching assignment.

After the application has been submitted the Teacher Candidate will be assigned a University Coordinator to oversee their clinical experience. Teacher Candidates will be assigned to their University Coordinator by the Director of Clinical Experiences, or designee. The assignment of a University Coordinator may change due to variables that develop as the placements for Teacher Candidates 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 Teacher Candidates must write a description indicating their situation in the appropriate space on the Student Teaching Application. Candidates whose

written narrative establishes 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 of Clinical Experiences, or designee, after the Teacher Candidate has interviewed with their assigned University Coordinator and completed the visitation at the school. If a Teacher Candidate disagrees with the school and/or classroom placement made by the University Coordinator and a compromise cannot be found, the Teacher Candidate 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 Teacher Candidate and University Coordinator to resolve the issue. The decision of the Director of Clinical Experiences is final.

Alternate Region Placements - Student Teaching placements are made within a 60-mile radius of CMU's main campus or the candidate's preferred Michigan address provided at time of application for student teaching. If a candidate has a **permanent residence*** that is in an alternate-region (area not covered in the five student teaching centers), that candidate must:

- 1) Apply to student teach in an alternate region via the Center for Clinical Experiences.
- 2) Work with the CMU University Coordinator regarding an appropriate affiliation agreement with a higher education institution in the region of residence.
- 3) Understand there will be an additional fee of up to \$1500 for a site-based supervisor outside of Michigan.

Please note- not all states are part of the SARA (State Authorization Reciprocity Agreements). Before any alternate region placement can be approved, verification of the state's inclusion in SARA is required.

*The Center for Clinical Experiences may request official documentation of permanent residence as part of the application for placement in an alternate region.

Guidelines for Placement of Teacher Candidates in Schools

Once the Teacher Candidate has been assigned to a Center, the University Coordinators will **interview** the Teacher Candidates assigned to them. This interview may be in person or by phone. The University Coordinator will then begin the placement process. Every effort is made to secure placements within a 60-mile radius from the Teacher Candidates' residence. Teacher Candidates should complete a Pre-Placement Interview Form prior to meeting with their University Coordinator. Please see the [Forms and Resources](#) section of the CCE website.

Placements are secured by the University Coordinator in cooperation with the School Superintendent or his/her designee. Items listed below outline CMU's placement policy.

- Teacher Candidates **cannot** pursue their own placements.
- Teacher Candidates **will not be placed** in the high school from which they graduated.
- Teacher Candidates **will not be placed** in schools where relatives attend as students or where relatives are members of the school staff.
- Teacher Candidates will be under the direct supervision of the school and will be subject to the school's policies and regulations.
- Any change in the field experience will be made with the approval of the Principal, University Coordinator, and the Director of the Center for Clinical Experiences.
- All costs related to a required background check by the school are the responsibility of the Teacher Candidate.

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 Teacher Candidates 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 Teacher Candidate's certification needs.

Teacher Candidates seeking an **Early Childhood Development and Learning endorsement, (ZS)** 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 (preschool)
- c. Primary = kindergarten through third grade

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 in their minor. Much depends on the nature of the school program, the needs of each individual Teacher Candidate, and the availability of a qualified Cooperating Teacher.

- K-12 Endorsements: Art, Music, Health, or Physical Education: Every effort is made to place Teacher Candidates seeking K-12 certification in both a secondary and elementary experience between the PST and ST field placements.

Special Education

The Special Education clinical experience will be completed the semester after the General Education clinical experience. The special education experience will be your final field experience before graduation.

During the semester of General Education student teaching, Special Education Teacher Candidates are **not** required to return to campus to attend the Mandatory Student Teaching Application Meeting. All SPE candidates must use the electronic Student Teaching Application when they apply for both their General Education and Special Education student teaching placement.

- CI Endorsements- Teacher Candidates can be placed in any K-12 Special Education classroom for student with cognitive impairments with an appropriately certified cooperating teacher.
- EI Endorsements- Teacher Candidates can be placed in any K-12 setting for students with Emotional Impairments with an appropriately certified cooperating teacher.
- Recognize that ALL Special Education candidates MUST be placed in a general education classroom for their GenEd student teaching experience for state certification purposes. This will provide you with the well-rounded experience of building rapport and collaboration with all colleagues.

Visitation/Interview Day with Potential Cooperating Teacher

The interview between the Teacher Candidate 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 Teacher Candidate will work well in the assignment, and the Teacher Candidate must feel comfortable with the assignment for the placement to be finalized. *No placement is considered final until after the prospective Cooperating Teacher, Principal and Teacher Candidate have completed the Visitation/Interview.* Every attempt should be made to complete the visitation/interview prior to the end of the placement semester. *Teacher Candidates 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 Teacher Candidate and the Cooperating Teacher may discuss education issues including but not limited to:

- Classroom management and discipline;
- Subject matter to be taught while the Teacher Candidate is in the classroom;
- Texts, supplementary materials;
- Teaching methods that may be used in the classroom;
- Co-teaching planning and execution, if in a co-teaching placement;

- Basic information about the school rules and procedures;
- The school calendar, school hours, report time;
- Special skills or interests which will enhance the Teacher Candidate's performance;
- The Teacher Candidate 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, Teacher Candidate should go to the district's Central Office or Administration Building to determine the district's background check/fingerprinting procedure. The Teacher Candidate should 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 General Education Student Teaching Semester

Rather than approaching the clinical experience using the traditional model of assigning weeks of sole teaching responsibility for the Teacher Candidate, the Center for Clinical Experiences recommends that the Cooperating Teacher, and the Teacher Candidate implement a co-teaching model. Working as a co-teaching pair to meet each student's needs and increase overall student success in the classroom. In this age of increased teacher evaluation, both Teacher Candidates and P-12 students highly benefit from this approach and Teacher Candidates receive an increasingly mentored and supported clinical experience.

Getting Comfortable in the Classroom and Assuming Responsibilities

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

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

Observing the Classroom

A Teacher Candidate needs to observe the class and the Cooperating Teacher at all points throughout the experience, even toward the end, as the Teacher Candidate is more perceptive and knows what to look for in a lesson. This does not mean that the Teacher Candidate is only observing and not taking part in the classroom activities. The Teacher Candidate should be encouraged to take notes on what is observed. The Teacher Candidate'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 Teacher Candidate is observing is exactly what the administrator, Cooperating Teacher, or University Coordinator observes when they visit a classroom. Those areas are identified below to help the Teacher Candidate identify what is important in an observation.

What can be learned by observing the Cooperating Teacher?

- 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 the lesson effectiveness?
- What provisions are made for individual differences?
- What disciplinary techniques does the 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 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.

What can be learned by observing the classroom?

- 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

During the middle of the second week the Teacher Candidate 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 Teacher Candidate in charge of the room for brief and then increasingly longer periods of time, provided that the Teacher Candidate 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 Teacher Candidate 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 Center for Clinical Experiences recommends a model of gradual release of responsibility, mutually agreed upon by the Cooperating Teacher and Teacher Candidate, in collaboration with the University Coordinator, as needed. The following diagram is provided as a guide.

PHASE 1: Beginning of Experience

Cooperating Teacher is the instructional “lead”:

- Determining the content to be taught
- Co-planning with Teacher Candidate and sharing materials with Teacher Candidate
- Collaborating with Teacher Candidate to determine how co-teaching strategies will be used
- Communicating with families the addition of a Co-Teacher

Teacher Candidate responsibilities:

- Communicate and co-plan daily with the Cooperating Teacher
- Engage students in learning by trying out each co-teaching strategy at least twice with Cooperating Teacher
- Build relationships within the school community
- Balance seminar requirements with school expectations

PHASE 2: Middle of Experience

Teacher Candidate is the instructional “lead”:

- Co-planning with CT
- Collaborating with Cooperating Teacher to determine how co-teaching strategies will be used
- Plan and lead SOLO lessons for a *minimum* of two weeks

Cooperating Teacher responsibilities:

- Provide guidance regarding content and standards to be addressed
- Co-plan and support Teacher Candidate in the role as instructional lead
- Actively participate in and support the co-teaching relationship
- Facilitate a *minimum* of two weeks of SOLO teaching

PHASE 3: End of Experience

Teacher Candidate shares/phases out the instructional “lead” role:

- Sharing and gradually yielding the lead instructional role in the co-teaching relationship
- Continuing to co-plan and co-teach with the Cooperating Teacher
- Teacher Candidate works to complete all remaining university requirements
- Teacher Candidate debriefs and provides feedback to University Coordinator

Cooperating Teacher responsibilities:

- Share or slowly take back the primary responsibilities of instructional lead in the co-teaching relationship
- Continue to co-plan, co-teach and maintain fidelity to the co-teaching model
- Provide feedback to the Teacher Candidate and to the University Coordinator

Observations by Cooperating Teacher

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

Suggested Approach to the Special Education Student Teaching Semester

During the **first 6 weeks**, *Teacher Candidates* are expected to:

- Gradually assume responsibility for opening and closing activities (calendar, daily schedule, attendance, organization, end of day routines, etc.)
- Co-plan and co-teach whole group lessons (when appropriate).
- Co-plan and independently teach small group lessons (to be evaluated by field supervisor).
- Collaborate with ancillary staff.
- Attend IEPs when appropriate (they are not expected to write or actively participate in the meetings).
- Attend all meetings with Cooperating Teacher.
- Collect student data for course assignments (access to student IEPs, MET reports, behavior plans, academic achievement data, etc.)

During the **first 6 weeks**, *Cooperating Teachers* are expected to:

- Conduct two evaluations of teacher candidate related to professionalism – one at the end of week three and one at the end of week five (see appendix).
- Introduce teacher candidate to faculty and staff.
- Engage teacher candidate in planning, organizing, and implementing lessons for small groups of students.
- Develop a consistent schedule for providing feedback to teacher candidate and planning for instruction.

- Communicate expectations and assist teacher candidate in developing sound instructional practices based on student needs.
- Invite teacher candidate to sit in on IEPs when appropriate.
- Assist teacher candidate in accessing student records for collecting data for completion of course requirements.
- Communicate weekly with University Coordinator to provide updates on teacher candidate's progress and share any concerns.
- Provide a tentative daily class schedule to assist University Coordinators in scheduling observations (two required during this phase).
- Complete a Mid-Term teacher candidate evaluation prior to the end of the 8-weeks. (See appendix)

During **weeks 7-16, Teacher Candidates** are expected to:

- Co-plan and implement small and whole group lessons independently.
- Video record one instructional lesson for self-reflection.
- Participate in all professional development opportunities.
- Attend all meetings with the Cooperating Teacher.
- Continue collecting student data for completion of course requirements.
- Attend at least one IEP meeting with the Cooperating Teacher.
- Begin independently planning and implementing small and whole group lessons.
- Collaborate with ancillary staff to meet the needs of all students.
- Communicate with families regarding student progress (phone calls, newsletters, P/T conferences, etc.)
- Conduct observations of other special education programs within the district (1- day).
- Meet weekly with Cooperating Teacher to discuss progress and engage in self-reflection.
- Schedule four face-to-face observations with his/her University Field Supervisor in collaboration with the Cooperating Teacher.
- Record and maintain all attendance records during internship.

During **weeks 7-16, Cooperating Teachers** are expected to:

- Sign the weekly attendance record provided by the teacher candidate.
- Conduct informal observations of teacher candidate to provide feedback on his/her instruction, classroom management, organization, etc.
- Schedule weekly meetings to provide feedback to teacher candidate.
- Support teacher candidate in development of instructional lessons, classroom management, etc.
- Provide teacher candidate access to student records for completion of course assignments.
- Invite teacher candidate to attend meetings and professional development.
- Allow teacher candidate to attend IEP meetings when appropriate.
- Conduct two evaluations of teacher candidate professionalism – one at week four and one at week eight.
- Complete a final evaluation of teacher candidate to be submitted prior to the end of the semester.

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 Teacher Candidates to develop the skills, knowledge, and dispositions of a professional educator.

A Mid-Progress and Final Evaluation will be used as summative evaluations for teacher candidates during their student teaching experience. The evaluations are aligned with The Danielson Model and the InTASC Standards adopted by Michigan for teacher preparation. The evaluations focus on four areas: 1) Preparation and Planning; 2) Classroom Environment; 3) Instruction; and 4) Professional Responsibility. The evaluations will be completed at the mid-point and end of the teacher candidate's student teaching experience. The evaluations will be completed in Taskstream™. The Teacher Candidate, the Cooperating Teacher, and University Coordinator will complete the evaluations.

The Center for Clinical Experiences will send an email to the Teacher Candidate with instructions for completing the evaluations along with an accompanying link to Taskstream. The candidate will begin the process by completing a self-evaluation. After the Teacher Candidate has completed his/her part, the Cooperating Teacher will receive a link and instructions to complete their evaluation. The Teacher Candidate will send a separate link to the university coordinator so they can complete the evaluation independently.

At the midpoint (week 8) of the student teaching experience the Teacher Candidate, their Cooperating Teacher, and University Coordinator will complete the Mid-Progress Evaluation. The completed Mid-Progress Evaluation can be viewed in Taskstream by the Teacher Candidate. The Cooperating Teacher and Teacher Candidate should plan to hold a Student Teaching Conference with each other to discuss strengths, weaknesses, and to make a plan for future success. This process will be duplicated at the end of the student teaching experience where the Teacher Candidate, Cooperating Teacher and University Coordinator will complete a detailed Final Evaluation (week 16).

Surviving Student Teaching

Working or Taking a Class

Teacher Candidates are highly discouraged from working or taking classes during the student teaching semester. The Teacher Candidate's first commitment is to their students and their classroom. Teacher Candidates are strongly encouraged to focus their attention on their daily responsibilities to their assigned school and students.

Professionalism

Professional behaviors span exhibited actions from dress to attendance to preparation.

Absences: The Cooperating Teacher and your University Coordinator are to be notified in the event of an absence from the school placement. Teacher Candidates, will follow the school district's calendar. Teacher Candidates work every day that the Cooperating Teacher works, with the exception of seminar days, including weekends and nights, as necessary.

Rules to Follow: Teacher Candidates are expected to abide by all school and district rules.

Classroom Calendars: Teacher Candidate will follow the school calendar and time schedule, just as though he/she were a member of the cooperating school faculty.

Seminar Sessions

Attendance at Seminar days is a non-negotiable. Please confer with your Cooperating Teacher at the beginning of the semester regarding the scheduled days and inform her/him that you will not be on site that day due to your Seminar. If Student Teaching Seminar is scheduled on the day of a university snow day, the seminar instructor will inform Teacher Candidates if class will convene, based on the road conditions at the time of seminar.

The End of the Student Teaching Clinical Experience

Surveys

Michigan Department of Education (MDE) requires an end of student teaching survey that must be completed by the Teacher Candidate 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.

Grading the Teacher Candidate

Students will receive CR/NC for EDU 458/SPE 456/458 and a letter grade for EDU 432/ SPE 522/581. 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 the availability of a subject matter specialist for music Teacher Candidates, the opinion of the Subject Matter Specialist may be sought. (*See: Undergraduate Grading System in the Undergraduate *Bulletin*.)

Certification

After a Teacher Candidate graduates, they must apply for a Provisional Teaching Certificate through Michigan Online Educator Certification System (MOECS) at http://www.michigan.gov/mde/0,4615,7-140-5683_57223---,00.html. MDE will forward your MOECS application to CMU for confirmation of all program requirements. For more information on the certification process, see [the Center for Student Services website](#).

The Job Hunt

A great place to look for employment opportunities is CMU's [Career Services website](#). Career Services has designed a site exclusively for teaching positions. Teacher Candidates may revise and polish their resumes and upload to this website. Teacher Candidates are then added to the database so that employers searching for specific endorsements can be sent appropriate resumes. This site also offers candidates a place to search teaching job openings in the state of Michigan, across the country, and international locations.

Questions? Please contact [Career Services](#) at Central Michigan University
Ronan 240 | p: 989.774.3068 | f: 989.774.6608

University Coordinators

Field experiences are an important component of the teacher education program at CMU. The clinical experience 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 or the Counseling and Special Education Department, 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 Teacher Candidate, including video observations. 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 P-12 **school personnel** to:

- Communicate the clinical experience program and the teacher education program and policies of TEPD or CSE, 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 Teacher Candidates are placed.
- Visit Cooperating Teachers and administrators to discuss the progress of Teacher Candidates.
- 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 Teacher Candidates.
- Assist and advise Teacher Candidates 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 **Teacher Candidates** to:

- Secure appropriate student teaching placements and continuously evaluate the environment in which the Teacher Candidate has been placed.
- Communicate effectively with each Teacher Candidate regarding placements, schedules, meetings, observations, visitations, and evaluations.
- Effectively teach topics 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 Teacher Candidate 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 Teacher Candidate or Cooperating Teacher.

- Conference with Teacher Candidates and Cooperating Teachers after each face to face observation to provide positive feedback and suggestions for improvement.
- Act as a mentor/coach for assigned Teacher Candidates.
- Provide diverse experiences during the student teaching semester.
- Support the use of a coteaching philosophy of placement progression.

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

- Positively support the mission, goals, and policies of the Center for Clinical Experiences and TEPD/CSE.
- Meet deadlines on required forms, schedules, placement lists, etc.
- Attend scheduled field and center 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 important data in the Center for Clinical Experiences as requested (Progress Evaluation, Final Evaluation, MDE surveys, Graduate Tracking, etc.).

Observations and Conferences

Most observations are pre-planned with the Teacher Candidate and the Cooperating Teacher. Each participant should be aware of the date and time of the expected visit.

- At the conclusion of each observation, the University Coordinator conferences with the Teacher Candidate. A private area is preferred. The Cooperating Teacher is welcome to be a part of the conference.
- The University Coordinator frequently asks the Teacher Candidate 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 Teacher Candidate will discuss classroom management, teaching skill, strengths and weaknesses of the lesson, and alternative classroom strategies.
- Copies of the observation will be housed in Taskstream and can be shared by the Teacher Candidates to the University Coordinator or Cooperating Teacher.
- Subject Matter Specialists: Secondary certification Teacher Candidates may have a Subject Matter Specialist (SMS), from their major or minor department, schedule observations during student teaching. The SMS will contact the Teacher Candidate to schedule the observation.

Seminars

Concurrent with the student teaching experience (EDU 458 and SPE 456/458), students assigned to each center are enrolled in a three-credit semester-long course (EDU 432 or SPE 522/581), referred to as Seminar. This schedule will be provided by the Center for Clinical Experiences to University Coordinators. All Teacher Candidates 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 these seminars 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, and finding a teaching position after graduation are a few of the components of these seminars.

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 the Teacher Candidate in developing the skills, knowledge, and dispositions of a professional educator.

The Mid-Progress and Final Evaluations are summative assessments aligned with The Danielson Model and the InTASC Standards adopted by Michigan for teacher preparation. The Final Evaluation focuses on four areas: 1) Preparation and Planning; 2) Classroom Environment; 3) Instruction; and 4) Professional Responsibility. The Final Evaluation will be completed at the end of the teacher candidate's student teaching experience. The evaluations will be completed in Taskstream™. The teacher candidate, the cooperating teacher, and university coordinator will complete the evaluations.

At the end of the eighth week of the student teaching experience the Cooperating Teacher and the Teacher Candidate will complete a detailed Mid-Progress Evaluation. The Cooperating Teacher and Teacher Candidate should plan to meet with each other to discuss strengths, weaknesses, and to make a plan for future success. The Teacher Candidate will be able to see all responses; since this information is not automatically shared between all parties the Teacher Candidate is encouraged to provide copies of the evaluations to the Cooperating Teacher and University Coordinator.

Grading the Teacher Candidates

General Education 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		

General Education University Coordinators assign the grade based on the joint evaluations of the University Coordinator and the Cooperating Teacher. In the event of subject matter weakness of secondary Teacher Candidates, the opinion of the Subject Matter Specialist may be sought.

Tips for Success!

- **Academic Calendars:** Student teaching semester is 16 weeks, starting when teachers report after summer or winter break. The final day is 16 weeks after the candidate begins or the Thursday prior to Commencement, whichever is earlier.
- **Communicate:** Student Teaching is stressful for Teacher Candidates. Be sure to communicate regularly with students. Maintain the level of professionalism that is expected of our Teacher Candidates.
- **How Can You Help:** Teacher Candidates will need the most support in classroom management strategies, differentiation, assessment, co-teaching, and teaching literacy in their content areas.
- **Global Experiences:** If Teacher Candidates are interested in participating in a global experience, direct them to the Director of Clinical Experiences. A Global experience is a great way to contact with students and observe new cultures.

Cooperating Teachers

The importance of the Cooperating Teacher's role in clinical experiences cannot be over-emphasized. 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 Cooperating Teachers are essential to this process, and their advice and guidance are invaluable to teacher candidates.

Minimum Qualifications of Cooperating Teachers:

- Demonstrated mentorship dispositions, exceptional communication skills, and experience providing adults feedback for improvement.
- Knowledgeable of subject matter and able to model effective pedagogy
- Sensitive to diverse perspectives
- Involved in educational committees or professional advisory councils
- Valid Teaching Certificate with three years successful teaching experience (minimum) or recommendation by CMU faculty
- Approval by building administrator

Desired Qualifications:

- Master's Degree in Education
- Familiar with the teacher education process
- Participates in local, regional, state, and/or national professional organization

The Center for Clinical Experiences also will consider the following information when making decisions regarding placements with Cooperating Teachers. Our goal is to be strategic to protect the valuable contributions of Cooperating Teachers and provide Teacher Candidates with exemplary, well-rounded experiences.

- Number of years in the field
- Frequency of hosting candidates
- Content area and/or Certifications
- Past candidate evaluations and feedback
- Notes from Coordinators in the field
- CMU Faculty input
- Demonstrated commitment to Co-Teaching and the Teacher Preparation Program

Placements of Teacher Candidates

Representatives on behalf of the Center for Clinical Experiences coordinate efforts with building Principals to secure placements for all Teacher Candidates in Pre-Student Teaching and Student Teaching, general education and special education. Teacher Candidates are free to request or suggest schools for placement, but are not permitted to set up their own placement.

Cooperating Teachers may contact the Center for Clinical Experiences volunteering to host a Teacher Candidate or may be recommended by their building Principal or a CMU faculty. All placements are subject to administrative approval by the building principal and Director of Clinical Experiences or designee. Placement emails are sent at the start of the semester for confirmation by the Center for Clinical Experiences before the field experience begins.

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

Teacher Candidates in Student Teaching are expected to be in the classroom full-time and follow the district calendar. Elementary PST Candidates are to report to their placements for the full days following the schedule established under the supervision of the EDU 380 Faculty. A Secondary Teacher Candidate in Pre-Student Teaching may change the day/time of their placement only if the Cooperating Teacher agrees to the change. These changes should be reflected on the attendance sheet and in the Placement Verification assignment submitted in Taskstream.

Orientation to the Classroom

The Cooperating Teacher can assist the Teacher Candidates become familiar with the classroom by:

- Sharing seating charts so the Teacher Candidate can learn to associate student names and faces.
- Sharing books, resources and curriculum materials.
- Providing a personal desk space for the Teacher Candidate's use.
- Sharing information about routines and behavior procedures.
- Sharing 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.
- Developing strong lines of communication.
- Communicating how to handle problem situations as they occur.
- Reporting to parents and parent conferences, if applicable to field experience.

Ways to utilize a Teacher Candidate

The Center for Clinical Experiences supports the implementation of co-teaching in field experiences. Many Teacher Candidates have experience in co-teaching and have attended the foundational workshops sponsored by the Center for Clinical Experiences. The co-teaching strategies used in the CMU program are as follows:

- 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 students with their work, monitors behaviors, or corrects assignments.
- Station Teaching – The co-teaching pair divides 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.

Grading Teacher Candidates

Teacher candidates are assessed by their course faculty and assigned a grade for each course associated with a clinical placement. These course grades reflect information provided by Cooperating Teachers and the staff of the Center for Clinical Experiences.

More specific information can be found regarding grades for Student Teaching on page 29.

The Pre-Student Teaching Field Experience

During Pre-Student Teaching, the Teacher Candidate is enrolled in content method, theory, and management coursework. Each Teacher Candidate is partnered with a P-12 classroom teacher (Cooperating Teacher) for a comprehensive, 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. Elementary Education Teacher Candidates and their cooperating teachers participate in a co-teaching field experience including foundational and pairs workshops.

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. Teacher Candidates in Pre-Student Teaching should experience planning, teaching and evaluation of activities by actively participating in the learning process with students and the cooperating teacher. It is also beneficial for Teacher Candidates in Pre-Student Teaching 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, Teacher Candidates in 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 Michigan Department of Education places high priority 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 in order to ensure open lines of communication, as this is a significant component of a successful clinical experience.

Lesson Delivery

When it is determined that the Teacher Candidate in Pre-Student Teaching is capable of classroom leadership, we ask the Cooperating Teacher permit the Teacher Candidate in Pre-Student Teaching to plan and deliver a minimum of two lessons. A Cooperating Teacher is asked to use their professional judgment on what they believe the Teacher Candidate in Pre-Student Teaching is proficient in doing. Please keep in mind that teacher candidates are in the midpoint of the Professional Education Sequence, so the lesson delivery may be scaffolded to provide increased support.

A Cooperating Teacher should consider whether to team teach with their Teacher Candidate in Pre-Student Teaching, implementing the Co-Teaching methods and strategies, or have the teacher candidate instruct small or large groups. A Cooperating Teacher may choose to have the Teacher Candidate in Pre-Student Teaching deliver a lesson that has been planned by the Cooperating Teacher, School District, or have the Teacher Candidate in Pre-Student Teaching write an original lesson plan. In any situation, the Teacher Candidate in Pre-Student Teaching 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 Teacher Candidate in Pre-Student Teaching 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 Teacher Candidate in Pre-Student Teaching that is a part of the School Districts materials). Teacher Candidates should have the necessary skill level to deliver a lesson independently.

Observations

Cooperating Teachers are encouraged to involve the Teacher Candidate in Pre-Student Teaching in the classroom to what the Cooperating Teacher believes to be the student's maximum ability level. It is imperative that the Teacher Candidate in Pre-Student Teaching be actively engaged in the host classroom as many ways as possible. 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 provide instruction. Whether the Teacher Candidate in Pre-Student Teaching 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 at multiple points in the semester using Taskstream™.

Please note that any lesson that a Teacher Candidate in Pre-Student Teaching 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 Teacher Candidate in Pre-Student Teaching may use classroom approved video clips, Cooperating Teacher sanctioned materials or electronic presentations (if the presentation is the original work of the Teacher Candidate in Pre-Student Teaching).

Evaluations

1. **Final Evaluation**, is a summative assessment aligned with The Danielson Model and the InTASC Standards adopted by the Michigan Department of Education for teacher preparation. The final evaluation focuses on four areas: 1) Preparation and Planning; 2) Classroom Environment; 3) Instruction; and 4) Professional Responsibility. The final evaluation will be completed at the end of the teacher candidate's pre-student teaching experience. The evaluation will be completed in Taskstream™. Both the teacher candidate and the cooperating teacher will complete the evaluation.
2. **Ongoing evaluation**, takes place frequently during the experience through electronic Survey Forms to the Cooperating Teacher to monitor candidate progress. These evaluations represent

the daily and weekly formative assessment of a Teacher Candidate in Pre-Student Teaching's growth toward the fulfillment of professional goals and objectives.

Again, should a Cooperating Teacher find that their Teacher Candidate in Pre-Student Teaching is not capable in handling their placement; the Cooperating Teacher should immediately contact the Center for Clinical Experiences.

For more information regarding Pre-Student Teaching, please turn to page 18.

The Student Teaching Field Experience

The 16 week Student Teaching Field Experience is the final field experience in the Teacher Education Program. At this point in the program, the teacher candidate has completed most of their coursework and becomes fully immersed into the classroom under the guidance of the Cooperating Teacher. Most often, the teacher candidates slowly progress during their placement, assuming greater responsibility in the classroom over the span of the experience. The Cooperating Teacher will provide considerable support and direction as the Teacher Candidate's responsibilities are increased. We believe a collaborative classroom where the Cooperating Teacher remains in the classroom and transitions the planning to the Teacher Candidate is best practice and maintains a primary focus on student learning.

Expectations of Teacher Candidates

While a Teacher Candidate has minimal experience within a classroom following their pre-service experience, they are yet to experience the full scope of 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 Teacher Candidate 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 Teacher Candidates 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 Teacher Candidate 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 Teacher Candidate in charge of the room for short and then increasingly longer periods of time, provided that the Teacher Candidate 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 Teacher Candidate 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

For more information on our suggestion for transitioning during the Student Teaching experiences, please visit page 20.

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 Teacher Candidate begins to instruct, both the Cooperating Teacher and the Teacher Candidate should set aside time to 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. (See page 24 regarding observations by Teacher Candidates).
- When the Teacher Candidate 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.
- Teacher Candidates will need support in developing 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 Teacher Candidate 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 - General Education and Special Education

An agreed upon weekly, or more often, conference time provides a designated time for both the Cooperating Teacher and Teacher Candidate 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 Teacher Candidate
- help the Teacher Candidate to become self-directive and 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 Teacher Candidate is more perceptive and knows what to look for in a lesson. This does not mean that the Teacher Candidate is only observing and not taking part in the classroom activities. The Teacher Candidate should be encouraged to take notes on what is observed. The Teacher Candidate'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. For suggestions on guided observations, see page 24.

Student Teaching Evaluations

That nature of Student Teaching lends itself to varied degrees of evaluation. Standardized evaluations collected during Student Teaching include a Mid-Progress and Final Evaluation in Taskstream™. More information on these Student Teaching evaluations is located on page 28.

Other evaluations of the Student Teacher are more continuous and cooperative in nature. If the evaluations are done constantly, cooperatively and constructively, the Teacher Candidate 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. Having a conversation in advance regarding what areas will be the focus for the current phase of the placement aids in clarity of feedback. Rotating topics every couple of weeks ensures more areas are addressed.
- **Evaluation is part of a set of continuous processes to help the Teacher Candidate 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 Teacher Candidate is critical for growth and better teaching and planning in future lessons.
- **Evaluation should be done throughout the entire placement period.** The Teacher Candidate 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 Teacher Candidate's self-concept as a professional educator is of extreme importance.** Consequently, the Teacher Candidate 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 Teacher Candidate 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 Teacher Candidate's strengths and areas for improvement, but of his/her professional desires and potential as well.
- **Situations may arise from time to time.** All concerns should be addressed as soon as possible. The Cooperating Teacher and the Teacher Candidate should work collaboratively to resolve the issues at hand. The University Coordinator will be available if needed.

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 Teacher Candidate back to the Cooperating Teacher. This will allow time for the Teacher Candidate to:

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

For more information regarding the pacing of the Student Teaching experience, please turn to page 26.

Tips for Success for working with Teacher Candidates-

- **Make your Teacher Candidate Comfortable.** Cooperating Teachers are encouraged to welcome the Teacher Candidate into their classroom and orient him/her to the building, school policies and procedures, staff and students, and the classroom rules and management.
- **Expectations of Teacher Candidate.** Cooperating Teachers should clearly outline their expectations of their teacher candidate. Remember, Teacher Candidates are taking their final methods course and are novice practitioners. Being clear helps candidates know how to achieve.
- **A Co-Teaching Model.** Cooperating teachers are encouraged to take advantage of the co-teaching foundations workshops offered by the Center for Clinical Experiences that prepares them to form a co-teaching team with their teacher candidate for the benefit of their students. These sessions are available in both face-to-face and online formats for cooperating teachers.
- **School Curriculum Overview.** Cooperating teachers should provide an overview of the school/classroom curriculum to the teacher candidate.
- **Create a collaborative environment.** Cooperating teachers can discuss and reflect on classroom observations and daily happenings while establishing an atmosphere where the Teacher Candidate is encouraged to ask questions and reflect on classroom practices including classroom management, routines, teaching style, and behavior management.
- **Building on strengths.** Cooperating teachers can raise the Teacher Candidate's awareness of his or her strengths and guide them toward becoming a reflective professional by suggesting strategies for areas needing improvement.
- **Model best practices.** Through co-teaching, the teacher candidate is afforded the opportunity to observe and participate as a partner with a cooperating teacher. Co-planning allows the teacher candidate to learn from their more experience cooperating teacher as they are mentored.
- **Assign Responsibilities.** Cooperating teachers should allow teacher candidates to assume responsibility, as soon as possible, for classroom routines and teaching tasks. These may include: greeting and becoming acquainted with students, taking attendance, checking papers, reading a story to a small group, leading a station or center, guiding student to specials, etc.