



Clinical Experiences Handbook 2022-2023



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Letter from the Director

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, B-12 schools, principals, and child care directors 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 is 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 Office of Educator Preparation Programs (OEPP) 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 OEPP at Central Michigan University. *This handbook is subject to change to meet State compliance standards and University program needs.*

We 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!



Jillian F. Davidson, Ph.D.
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EDUCATOR PREPARATION PROGRAMS

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Our vision

The vision of Central Michigan University's Educator Preparation Programs is to create an equitable, inclusive, and just society by transforming today's teacher candidates into tomorrow's educational leaders and innovative professionals.

Our mission

Our mission is to prepare critically reflective, self-aware educators committed to promoting equitable access to learning opportunities and positive educational outcomes for all learners.



We accomplish our mission by:

- Actively working toward arrangements of schooling that promote equity and inclusion.
- Modeling critical reflection and a way of thinking about diverse learners and the human differences that preserves dignity and conveys respect and appreciation.
- Preparing educators with practices that maximize access to learning opportunities and promote equitable educational outcomes.
- Supporting educators in sustaining their commitment to equity by providing them with strategies for collaborating with colleagues, educational leaders, families, and communities to enhance educational experiences for all students.

We value:

Instruction | To prepare educators with strong subject-area knowledge who implement a range of developmentally, culturally and linguistically appropriate teaching practices to support students' social and emotional development.

Inclusion | To prepare educators who create inclusive learning environments and conditions in which ALL benefit and participate, differences are celebrated and students' cultural and linguistic strengths and identities are built upon as resources for learning.

Integrity | To prepare ethical educators who celebrate human differences, convey respect and appreciation for different cultures and worldviews, while promoting equity and access in schools and society.



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Professionalism Standards

Clinical experiences represent the heart of CMU's teacher education program and provide our candidates with an array of skills and hands-on experiences to prepare them for classroom teaching. The professionalism standards are guidelines for all clinical experiences across the program.

[Professionalism Standards for Clinical Experiences](#)



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Attendance, Dress Code & Picture ID

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 Office of Educator Preparation Programs.

Dress Code

Respect for students, colleagues, families and the education profession is reflected in a Teacher Candidate's appearance. During all clinical experiences, Teacher Candidates are expected to be well-groomed and to dress professionally. Professional dress for educators is typically defined as **business casual**. Teacher Candidates may contact *First Impressions*, located in the Bovee Student Center, to receive free professional attire. More information on this service is located at this website: [First Impressions](#)

Picture ID

In order to clearly identify CMU Teacher Candidates in the field, all candidates are required to wear their CMU Teacher Education picture ID every day during their clinical experiences including the Site Visitation/Interview Day. Teacher Candidates must upload a photo to Taskstream and have a valid ICHAT on file when requesting a CMU clinical experiences ID. **On-campus students** should pick up IDs at the OEPP in EHS 421. **Global Campus/Online students'** IDs will be mailed to them. Replacement IDs can be requested in the Office of Educator Preparation Programs for a minimal fee.



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Confidentiality

It is important to maintain the confidentiality of students and staff at all times. This carries over to any written, audio, or video work created by B-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 individuals’ identities.

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

Social media identities, logon IDs, and user names should not reference a position as a Teacher Candidate or the school in which the 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, school, or related experiences.



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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. Teacher Candidates are expected to display professionalism in all phases of clinical experiences.

As Teacher Candidates move through the Teacher Education Program, certification, and B-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 that 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 an 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.



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Action Plans (p. 1 of 2)

If instructional or dispositional 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.

Prior to completing an 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.



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Action Plans (p. 2 of 2)

When a problem in the field persists, a written plan of action must be developed and submitted to the Director of Clinical Experiences.

The development of an Action Plan includes the following steps:

1. A clinical faculty member communicates the need for an Action Plan to the appropriate OEPP contact, enlisting support and guidance as necessary, and sharing history of the issue and previous interventions, if any.
 - Student Teaching Action Plans should be directed to the Director of Clinical Experiences.
 - Pre-Student Teaching Action Plans should be directed to the Sr. Coordinator of Clinical Experiences.
2. A written Action Plan is developed 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. The signed Action Plan is submitted to the Office of Educator Preparation Programs, and copies of the signed plan are provided to the Cooperating Teacher, Teacher Candidate, and appropriate OEPP contact
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.
5. At the end of the 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.

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.



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Diversity Requirement (p. 1 of 2)

As part of the Office of Educator Preparation Program, the Clinical Experiences Team creates partnerships with school districts in Michigan and beyond to provide high quality classroom experiences to teacher candidates in their sequences of clinical experiences. These fieldwork experiences are embedded in key pedagogical courses that focus on practical application of teaching K-12 learners. Established partnerships include public, charter, and private schools, community organizations such as Mt. Pleasant Parks and Recreation, and CMU internal partners like the Child Development and Learning Lab and the Literacy Center.

Utilizing a variety of regional school partners, community organizations, and CMU sponsored units, we are able to engage with and support children who represent the diversity of Michigan's communities. Regionally speaking, many of our local providers and schools serve high populations of students from low-SES homes, diverse languages, and cultures (including members of the Saginaw Chippewa Indian Tribe). Within a 60-minute drive, our candidates can also experience urban and rural communities, high and low population schools, one-to-one technology schools, project-based classrooms, STEM based schools, multi-age classrooms, and balanced-calendar schools. We also utilize electronic platforms to partner with educational institutions outside of area to provide candidates with opportunities to observe and explore classrooms in a variety of contexts. By organizing and placing candidates through one collaborative unit, the Clinical Experiences Team can provide each candidate with a sequence of diverse clinical experiences that acknowledges the powerful role of teachers in meeting the needs of all students including those from underrepresented or marginalized populations.



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Diversity Requirement (p. 2 of 2)

The course-embedded, clinical experiences candidates complete during their educator preparation courses meet the expectations set forward by the Michigan Department of Education for teacher preparation. In the [Clinical Experiences Requirements](#) document, the MDE charges institutions with providing a “sequential set of supported opportunities to work with, reflect upon, and support the needs of a diverse student population” (2018, p. 4).

The Clinical Experiences Staff will support students in the documentation of their clinical experiences including the diversity represented in their placements to meet the requirements of the Michigan Department of Education.



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Legal Issues

Criminal Conviction Issues

- If a Teacher Candidate has any legal issue(s) (besides traffic violations such as speeding), the Teacher Candidate must provide a Register of Actions for the court case and Judgment of Sentence if available to EHS 421.
- If a Teacher Candidate has been charged but has not yet been arraigned, the candidate has two business days to report the charge to the OEPP, EHS 421 (989-774-3309). For a detailed explanation of criminal conviction issues, please review [Legal Issues for Teacher Candidates](#).

Medical Marijuana

- Under MCL 333.26427(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 B-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 while participating in a CMU program.



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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 them 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 websites, editorial comments posted on the Internet, and social networking sites such as (but not limited to) Facebook, Instagram, Snapchat, LinkedIn, Twitter, Tumblr, Google+, Flickr, Tik Tok, 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 usernames. 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 eyebrows (e.g., hotmamma@gmail.com)? ***Avoid “Friending” students in the classroom and be mindful about “Friending” colleagues. Engaging in social media exchanges with B-12 students or their parents may warrant disciplinary action.***



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Technology

- *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 for review. All Teacher Candidates are required to obtain permission from the Cooperating Teacher prior to teaching a lesson employing technology or social media tools for educational purposes. [*Working with Minors Policy*](#)

Use of Personal Technology in the Field

There is no personal phone use needed while in the classroom. Even if a host teacher is allowed to use their mobile phone, this is not the case for Teacher Candidates. This includes using smart watches and tablets for personal use while in the B-12 setting. Sneaking technology while you are expected to be working is unprofessional and can lead to a dispositions violation.

If there is an *emergency* and you need access to your phone, discuss this with your Cooperating Teacher in advance.



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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 OEPP.
- **Monitor CMICH email daily.** Email is how OEPP will notify candidates of upcoming dates and responsibilities. Teacher Candidates are encouraged to pay close attention to their cmich.edu email and maintain an accurate calendar of upcoming deadlines.
- **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. Seek out professional development opportunities offered by CMU.
- **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 Office of Educator Preparation Programs Website.** For the most updated information and announcements, Teacher Candidates should bookmark the Office of Educator Preparation Programs website.
- **Deadlines.** Missing due dates can result in a delay in a Teacher Candidate's progress.



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Key Terms (p. 1 of 8)

- **Attendance Log:** A log of hours completed in Taskstream to represent the number of hours the Teacher Candidate attended their placement. Minimum hours for the specific program must be met.
- **Code of Educator Ethics:** The Michigan Department of Education has identified five areas of educator responsibility: 1. Responsibility to the Profession; 2. Responsibility for Professional Competence; 3. Responsibility to Students; 4. Responsibility to the School Community; 5. Responsible and Ethical Use of Technology. *More information can be found at https://www.michigan.gov/documents/mde/Code_of_Ethics_653130_7.pdf*
- **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 Affiliation Agreement.



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- **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 B-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, and 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 (e.g., a Cooperating Teacher and Teacher Candidate) working together with groups of students while sharing the planning, organization, delivery, and assessment of instruction and the physical space. Both teachers are actively involved and engaged in all aspects of instruction.



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- **Dispositions:** Professional dispositions address Teacher Candidates' professional attitudes, values, and beliefs as demonstrated to students, families, colleagues, and community in the learning process and the teaching profession. CMU's EPPs seek to create an atmosphere in which Teacher Candidates are not only taught the value of such dispositions, but also understand the necessity of living out these attitudes, values, and beliefs in all endeavors –professional and otherwise–in order to maximize B-12 student learning and success.
- **Diversity:** Candidates are expected to experience education through a cohesive and diverse set of clinical experiences. The course-embedded, clinical experiences candidates complete during their educator preparation courses will meet the expectations set forward by the Michigan Department of Education for teacher preparation in the [Clinical Experiences Requirements](#) document. The Clinical Experiences Staff will support students in the documentation of their clinical experiences including the diversity represented in their placements to meet the requirements of the Michigan Department of Education.
- **Educator Preparation Programs (EPP):** 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 Educator Preparation Program is recognized by Central Michigan University as one of many components in the University structure.



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- **GoReact:** A software application that is an online formative assessment resource to review the developing skills of Teacher Candidates on video. GoReact is used during Student Teaching for microteaching assignments and video observations.
- **InTASC Standards:** Each course in the professional education sequence is aligned with the InTASC (Interstate New Teacher Assessment and Support Consortium) Model Core Teaching Standards which outline what teachers should know and do to ensure every PK-12 student reaches the goal of being ready to enter college or the workforce in today's world. These core standards outline the principles and foundations of teaching practice that cut across all subject areas and grade levels and that all teachers share. *More information and a full description of each InTASC standard can be accessed through the Council of Chief State School Offices website at <https://ccsso.org/resource-library/intasc-model-core-teaching-standards>.*
- **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.



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- **Office of Educator Preparation Programs (OEPP):** The OEPP office is located in Education and Human Services, Room 421 (EHS 421). The OEPP was created by a merger of two existing departments: the Center for Clinical Experiences (CCE) and the Center for Student Services (CSS). The combined OEPP provides services that were previously offered by CCE and CSS:
 - Placing students in all types of educational field experience placements (CCE)
 - Nurturing partnerships throughout the educational community (CCE)
 - Handling the admission process for Teacher Education (CSS)
 - Providing assistance related to graduation requirements and certification issues, including the MTTC (CSS)

For information, visit the website at <https://www.cmich.edu/academics/colleges/college-education-human-services/centers/center-educator-preparation-development>. You may also call for information on clinical experiences (989-774-7662) or student services (989-774-3309).

- **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 Office of Educator Preparation Programs 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.



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- **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.
- **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 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.



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- **Student Information (SI) Sheet:** The Student Information Sheet is located on the CMU website under EHS Information Sheet. To view this information, Teacher Candidates will need to input their global ID and password. Important placement information related to Pre-Student Teaching and Student Teaching will be visible at this site.
- **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. B-K and B-3 Teacher Candidates may have a revised process and should seek guidance from the Early Childhood Field Experiences Coordinator.
- **Student Teaching Center:** There are multiple Student Teaching Centers across Michigan. Each Center has several University Coordinators who work with a cohort of Teacher Candidates. Each center is a host for Seminar (EDU 432).
- **Student Teaching Coaching 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 Pre-Placement 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. This interview may be held virtually or face-to-face. B-K and B-3 Teacher Candidates may have a revised process and should seek guidance from the Early Childhood Field Experiences Coordinator.



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- **Teacher Candidate:** A Teacher Education student who has been accepted into the Teacher Education program. During this timeframe, the student 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 (UC):** A faculty member of the Department of Teacher and Special Education working through the Office of Educator Preparation Programs of Central Michigan University. The UC arranges the placements, observes the Teacher Candidate at least six times (either virtually or face-to-face), provides feedback, and evaluates the Teacher Candidate. The University Coordinator works collaboratively with schools and are experts in the field of education.
- **(Site) 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, and Teacher Candidate have completed the site visitation/interview day and the Teacher Candidate receives their notice of eligibility. B-K and B-3 Teacher Candidates may have a revised process and should seek guidance from the Early Childhood Field Experiences Coordinator.



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Early Childhood Clinical Experiences



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Overview

Early childhood (EC) field experiences allow Teacher Candidates to engage with children from infants to 8-year-olds in the field. Students progress from observational experiences to guided interactions with children, culminating in lead teaching in an early childhood program. These field experiences include:

- *Exploratory experiences* that provide candidates opportunities to make informed decisions about their career pathways
- *Flex hours opportunities* that could include working with artifacts of practice in the field (such as student work samples and curricular materials)
- *Auxiliary contact hours*, such as tutoring programs outside of the normal school day
- *Lead teaching* in an early childhood classroom during the semester before graduation.

Students working toward teacher certification also complete:

- An early childhood *clinical apprenticeship* (pre-student teaching).
- A *clinical internship* (student teaching).
- EC field experiences are included throughout the entire teacher education program to meet the 600-hour requirement in clinical preparation from the Michigan Department of Education.





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Requirements

Students enrolled in a course with an early childhood field experience must:

- Complete and submit all required paperwork as directed by the Office of Educator Preparation Programs (OEPP) in a timely manner.
 - Have a valid ICHAT on file with the OEPP.
 - Submit a signed agreement to adhere to all policies and procedures set forth for the experience and the OEPP at CMU.
 - Obtain and wear a CMU identification badge at all times in the field. On-campus students should pick up their badge in EHS 421. Global Campus/Online students will be mailed their badges.
- Receive OEPP approval to begin the field experience.

Note: This process is repeated for each semester a student is enrolled in an early childhood field experience. Only one set of documentation needs to be submitted for all EC courses per semester.





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Certification Options

- Unlike some other teacher education degrees, the Early Childhood degree programs include options for both degrees leading to state teacher certification and degrees not leading to certification.
- Some of the courses for each degree option are the same, but there are some differences in the pre-student teaching and student teaching phases.
 - For students seeking Michigan Teacher Certification following graduation, the Early Childhood Apprenticeship (pre-student teaching) course is HDF 409, Lead Teaching in Early Childhood. The Internship (student teaching) course is SPE 557, Clinical Experience in Early Childhood Special Education.
 - For students not seeking Michigan Teacher Certification, the early childhood student teaching course is HDF 409, Lead Teaching in Early Childhood.
- CMU's Early Childhood degree programs are accredited by the National Association for Education of Young Children (NAEYC) and incorporate the NAEYC Code of Ethics:
<https://www.naeyc.org/resources/position-statements/ethical-conduct>





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Early Childhood Degree Options

| With Teacher Certification | Without Teacher Certification |
|---|---|
| Teaching Grades B-K | Early Childhood Development and Learning (ECDL) |
| Teaching Grades B-3 | |
| Teaching Grades PK-3 with Special Ed | |
| Teaching Grades PK-3 without Special Ed | |





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Courses with EC Field Experiences

| Course # | Course Name | Clinical Hours | Age Range | Observation or Interaction |
|----------|--|----------------|---|----------------------------|
| HDF 301 | Infant Toddler Practicum | 28/56/84 | Birth up to but not including age 3 | Interaction |
| HDF 303 | Early Childhood Development | 25 | 3 – 8 years | Observation |
| HDF 360 | Integration of Content in Early Childhood Through Play | 30 | Birth – 5 years | Interaction |
| HDF 400 | Developmental Assessment of Children | 10 | Birth – 5 years | Interaction |
| HDF 401 | Quantitative Methods in Childhood Assessment | 10 | Birth – 8 years | Interaction |
| HDF 402 | Guidance for Young Children | 52 | 3 – 5 years | Interaction |
| HDF 409 | Lead Teaching in Early Childhood | 168 | 3 – 5 years | Interaction |
| SPE 557* | Clinical Experience in EC Special Education | 300 | 3 – 6 years, at least 2 children on IEP | Interaction |

*For Teacher Certification only





Early Field Experiences



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Overview

Early Field Experiences allow Teacher Candidates to engage with K-12 students in the field prior to the clinical apprenticeship (pre-student teaching) and clinical internship (student teaching). These Early Field Experiences can vary, from Exploratory experiences that provide candidates opportunities to make informed decisions about their career pathways, to Flex Hours opportunities that could include working with artifacts of practice in the field (e.g., student work samples, curricular materials) or auxiliary contact hours (e.g., tutoring programs outside of the normal school day). These Early Field Experiences are included throughout the entire teacher education program to meet the 600-hour requirement in clinical preparation from the Michigan Department of Education.

As faculty embed such experiences in coursework for Teacher Candidates, the Office of Educator Preparation Programs can assist with:

- Identifying and securing partnership K-12 schools for placements
- Coordinating sign-ups
- Presenting requirements to candidates in early clinical courses, including professionalism requirements and dispositions
- Troubleshooting issues in the field and developing action plans with candidates
- Securing affiliation agreements with potential partner districts
- Ensuring candidates have current ICHATs on file and notifying faculty when a candidate may not enter the field
- Managing identification badges and processes





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Requirements

Getting Started with Early Field Experiences

- At the start of each semester, OEPP sends an email to the CMich email account of all enrolled early field participants. This email includes a personalized early field eligibility checklist, to be completed by the assigned due date.
- These eligibility items are completed using Microsoft Forms links provided by OEPP.

Eligibility for Early Field Experiences

- When enrolled in a course with an Early Field Experience, a participant must:
 - Complete all required eligibility items by the assigned due date
 - Have a valid ICHAT on file with the Office of Educator Preparation Programs
 - Obtain and wear a CMU teacher education identification badge at all times in the field
 - Adhere to all policies and procedures set forth for the experience and the teacher education program at CMU
 - Receive an email approval to enter the field experience from OEPP

Note: This process is repeated for every semester enrolled in an Early Field Experience



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Identification Badges

Early field participants must wear a CMU-provided teacher education ID badge at all times in the field. For Early Field Experiences that meet in-person with PK-12 students and stakeholders, participants must pick up an ID badge from the OEPP in EHS 421 or verify that they have a CMU teacher education photo ID badge currently in their possession.

If the Teacher Candidate is NOT YET ADMITTED to the teacher education program, they will check out a temporary early field participant ID badge that will be returned to EHS 421 by the end of the semester. Failure to return this ID badge can result in ineligibility for future field experiences.

If the Teacher Candidate HAS BEEN ADMITTED to the teacher education program, they must either confirm that they currently have a teacher education photo ID badge in their possession to wear in the field or pick up their photo ID badge from EHS 421. Photos for these badges are submitted in Taskstream and managed through the OEPP. For help with Taskstream, call 989-774-3309 or email CMUedPrep@cmich.edu.



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Approval Process and Placement Verifications

OEPP is responsible for finalizing and approving all teacher candidates to enter placements for early field experiences. This approval is sent via email directly to the candidate for each semester enrolled in an early field course.

A teacher candidate may not enter the field under any circumstances until they receive the approval from OEPP for that semester's early field course(s). Candidates who violate this policy are subject to disciplinary action.

In any case where a candidate is not cleared and eligible for early field experiences, OEPP will notify the student and appropriate course faculty via email.



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Course List

Course List

Note: Due to programmatic changes and at faculty discretion, this list is subject to change. This list only includes courses that include student contact hours and does not include courses that work solely with artifacts of practice. This list does not apply to B-K and B-3 degree programs.

| ART | EDU | ENG | HPE | HSC | MTH | MUS | SPE |
|-----|-----|-----|-----|-----|-----|-----|-----|
| 345 | 533 | 211 | 310 | 343 | 261 | 330 | 519 |
| | | 311 | 325 | | 362 | 333 | |
| | | 316 | 344 | | | | |
| | | 319 | 346 | | | | |
| | | | 348 | | | | |
| | | | 416 | | | | |





Pre-Student Teaching



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Pre-Student Teaching Overview

- Teacher Candidates should meet with their college advisor to determine when to enroll in their PST courses.
- The CMU Teacher Education Program provides opportunities for teacher education students to be in the field as much as possible, working with certified and recommended teachers.
- Each Teacher Candidate is partnered with a P-12 Cooperating Teacher in a school for a wide-ranging, comprehensive classroom experience.
- Elementary Teacher Candidates are placed in partnership schools, and Secondary Teacher Candidates are placed regionally (within one hour of Mount Pleasant).
- 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.
- During this experience, candidates work with their Cooperating Teacher to support instruction and apply learnings from methods courses through lesson plan design and implementation.
- Staff from the Office of Educator Preparation Programs 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 will be available on the Student Information (SI) sheet, soon after the start of the semester.
- ***Successful completion of Pre-Student Teaching is required before student teaching.*



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Eligibility Requirements

When enrolled in a course with a pre-student teaching clinical experience, a participant must:

- Complete all required eligibility items by the assigned due date
- Have a valid ICHAT on file with the Office of Educator Preparation Programs
- Obtain and wear a CMU teacher education identification badge at all times in the field
- Adhere to all policies and procedures set forth for the experience and the teacher education program at CMU
- **Complete training in Bloodborne Pathogens (BBPs):** 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 BBPs, 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.



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Attendance Guidelines

- The Teacher Candidate is responsible for submitting the attendance record to TaskStream for their host teacher's verification. All attendance logs can be found in TaskStream and are the Teacher Candidate's responsibility.
- 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, the Teacher Candidate should not report to their site.
 - If CMU is **delayed**, the Teacher Candidate should report to the site no later than one hour after CMU campus reopens (for example: campus reopens at 11:00AM, Teacher Candidates must report to their placement site by noon).
 - Teacher Candidates needing additional guidance should consult with their instructor.
- The Teacher Candidate is expected to be in attendance and arrive on time on all assigned days when school is in session.
 - If the Teacher Candidate has an emergency and must be late, the Teacher Candidate must notify the Cooperating Teacher.
 - Up to TWO absences will be excused for Pre-Student Teaching. Candidates must still meet the minimum clinical hour requirement.
 - If a Pre-Student Teacher is ill and must miss placement, the Pre-Student Teacher must:
 - A. Contact their Cooperating Teacher prior to the school day using an agreed-upon method.
 - B. Fill out and upload a Pre-Student Teaching Absence Form to Taskstream within 24 hours of the absence.
 - C. Indicate the absence date and reason on their Weekly Attendance Log



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Placement Information

- A 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 **2.8** 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.
- Teacher Candidates are **NOT** permitted to set up their own placement.
- Only the Office of Educator Preparation Programs is allowed to make placement arrangements.
- The Office of Educator Preparation Programs works with building Principals to make placements. Every attempt is made to fulfill requests of partners and Teacher Candidates but, unfortunately, some requests may not be filled.
- Each school system has the opportunity to request Teacher Candidates based on district policies.
- The Teacher Candidate should review the school district calendar to determine any school cancellations that may fall on the assigned dates of fieldwork. Hours on prescheduled dates when school is not in session (e.g., P/T conferences) do not need to be made up.
- It is the Teacher Candidate's responsibility to make up and arrange an alternate field visit to make up field hours missed.
- Teacher Candidates in Pre-Student Teaching should make every attempt to contact the Cooperating Teacher at least 4 days prior to the first scheduled visit. Do not rely solely on email; it may not be checked regularly.
- 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 Senior Coordinator of Clinical Experiences.



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Multiple Placements

If a student is concurrently enrolled in two courses with required field placements, the same site may be used, but the hours may not double count.

Course-specific Requirements:

- *Students in EDU 380 and ENG 316:* Candidates in EDU 380 can use time in their placement to complete ENG 316 requirements as long as that time is made up on additional days (20 hours).
- *Students in SPE 324 and ENG 316:* Candidates in SPE 324 can complete their ENG 316 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 both the Office of Educator Preparation Programs on their pre-student teaching application (EDU 380 or SPE 324) and English faculty on their ENG 316 placement sheet if they will have multiple placements.

OEPP staff and faculty members will work together to make best-fit placements for candidates.



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Teacher Candidate's Role

During Pre-Student Teaching, Teacher Candidates have the opportunity to engage in 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 the 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 participate, learn, and interact with students and the Cooperating Teacher.



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Evaluation

1. **Final Evaluation:** 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. Both the Teacher Candidate and the Cooperating Teacher will complete the evaluation in Taskstream.

2. **Teacher Candidate (TC) Dispositions Check:** This check takes place between weeks 4 and 6 of placement through an electronic submission to Taskstream to ensure the Teacher Candidate possesses the dispositions required to successfully complete the experience. Both Teacher Candidates and Cooperating Teachers complete and upload the rubric.

3. **Ongoing Evaluation:** These evaluations represent the daily and weekly formative assessment of a Teacher Candidate's growth toward the fulfillment of professional goals and objectives during Pre-Student Teaching.



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Substitute Teaching

- Pre-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 Teacher Candidate should consider accepting the assignment as an experience in career development. In all situations in which the school administration asks the pre-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 herein is a general policy to meet the needs of both the P-12 school district and the CMU pre-student teacher. If a unique substitute teaching position should occur in a P-12 school district, the Director or Senior Coordinator 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.



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Substitute Teaching

- Teacher Candidates in pre-student teaching 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:
 - The pre-student teacher has completed the required P-12 district paperwork for employment.
 - The pre-student teacher agrees to note any substitute teaching days/hours on their weekly attendance log in Taskstream.
 - The pre-student teacher will not be absent from a CMU course to substitute teach.
- **General Education Elementary Pre-student Teachers or Special Education Pre-Student Teachers** may substitute teach in their *assigned classroom(s)* for a *total of 2 days during weeks 1-6* of their placement. The same pre-student teacher may substitute teach in their assigned building (upon administrator request) for a *total of 3 additional days beginning week 7* of the semester unless other arrangements are made with the Senior Coordinator of Clinical Experiences due to extenuating circumstances.
- **General Education Secondary Pre-student Teachers** may substitute teach in their assigned classroom(s) for a *total of six hours or 1 full day during weeks 1-6* of their placement. The same pre-student teacher *may substitute teach in their assigned building* (upon administrator request) for a *total of six hours or 1 additional day beginning week 7* of their placement, unless other arrangements are made with the Senior Coordinator of Clinical Experiences due to extenuating circumstances.



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Student Teaching



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Student Teaching Overview

- 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, which meets 6 times during the semester, and SPE 458: Special Education Clinical Experience: Cognitive Impairment, which is the 16-week field experience.
 - EI Teacher Candidates will take SPE 581: Seminar in Advanced Methods for Teaching Students with Emotional Impairment, which meets 6 times during the semester, and SPE 456: Special Education Clinical Experience: Emotional Impairment, which is the 16-week field experience.
- While completing student teaching, the primary resource person for the Teacher Candidate and the Cooperating Teacher during the semester is the University Coordinator.
- If at any time, as a Teacher Candidate, students have any questions or concerns or need information, they should contact their assigned University Coordinator.



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Mandatory Student Teaching Application Meeting

- Teacher Candidates planning to student teach in the following semester must attend one of two Mandatory Student Teaching Application meetings held at the beginning of each academic 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 be able to access their SI sheet either electronically or in print during the meeting.

Academic Eligibility Requirements

- Teacher Candidates must have an overall GPA of at least 2.8.**
- Teacher Candidates are required to complete a core of Professional Education courses with a C+ or better in each course. 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 2.8 GPA or higher in all teachable majors and minors.
- Departments may require additional documentation or a higher GPA.
- Removal of all incompletes.
- Departmental Approval.

Department Approval

- All teachable majors and minors must be approved by the department prior to Student Teaching.
- Candidates must have completed 75% of course work in major(s)/minor(s); secondary candidates must have completed their methods courses
- Candidate must have a minimum of 2.80 GPA** in major(s) & minor(s) and C+ or better in all methods classes.
- Candidate must meet all other departmental requirements for major(s) and minor(s)
- 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).

**Departments can set minimum GPA greater than 2.8.



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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 2.8.*
- 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 the Office of Educator Preparation Programs.*
- 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.
- Completed ICHAT to EHS 421 by the required date for each semester.
- Successful completion of Pre-Student Teaching.
- Electronic submission of Student Teaching Application and submission of all requirements by due date.





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Eligibility (p. 3 of 3)

- Teacher Candidates must receive an Eligibility Notification via email from the Office of Educator Preparation Programs 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 2.8 overall GPA or the minimum required departmental GPA in all majors and minors at time of the Student Teaching Application.
- Student Teaching placements will not be pursued until the 2.8 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 after eligibility is resolved. It is always the district’s discretion whether to accept a Teacher Candidate.



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Placement Guidelines (p. 1 of 3)

- 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.*
- Following the interview, the University Coordinator will begin the placement process.
- Every effort is made to secure placements within a 60-mile radius from the Teacher Candidate's residence.
- Teacher Candidates should complete a Pre-Placement Interview Form prior to meeting with their University Coordinator.
- Please see the OEPP website at <https://www.cmich.edu/colleges/ehs/unit/centerforclinicalexperiences/Pages/default.aspx>.
- 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 **may not** 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 require the approval of the Principal, University Coordinator, and the Director of the Office of Educator Preparation Programs.
 - All costs related to any background check or additional testing or clearances required by the school are the responsibility of the Teacher Candidate.





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Elementary

- Elementary certification candidates, P-8, may have one 8-week clinical experience in an early elementary grade and another 8-week experience in an upper elementary grade.
- Some elementary Teacher Candidates might be placed for 16 weeks at one grade level or in an elementary grade for 8 weeks and middle school for 8 weeks. Placements can vary depending on the Teacher Candidate's certification needs.

Early Childhood

- Teacher Candidates seeking an Early Childhood Development and Learning endorsement (ZS) **in addition to** Elementary certification must have clinical experiences in two of these 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

- Secondary certification candidates, grades 6-12, may be placed in their major and minor for 8 weeks each, or in their major or minor for 16 weeks. Placements may be split between a senior high and 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 placed in their minor. Much depends on the nature of the school program, the needs of each Teacher Candidate, and the availability of a qualified Cooperating Teacher.

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





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K-12 Endorsement – Special Education

- The Special Education clinical experience will be completed the semester after the General Education clinical experience and is the Teacher Candidate's 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 another 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 special education classroom for students with emotional impairments with an appropriately certified Cooperating Teacher.
- ALL Special Education candidates MUST be placed in a general education classroom for their General Education student teaching experience for state certification purposes. This will provide the Candidate with the well-rounded experience of building rapport and collaboration with all colleagues.
- The Director of Clinical Experiences or their 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.



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Early Childhood ST Placements

B-K and B-3 Teacher Candidates enrolled in SPE 557 will have the opportunity to apply for approval to complete their student teaching in their current school/classroom (if currently employed) or will be assigned a placement by the Early Childhood Field Experience Coordinator in collaboration with the course faculty. All placement details (including the confirmation of a mentor teacher) will be made in cooperation with the school/program Director or his/her designee. Items listed below outline CMU's placement policy.

- Teacher Candidates cannot pursue their own placements. If a SPE 557 candidate is currently employed in an appropriate classroom, the candidate can apply for approval to remain in the classroom for the 12 week experience. See placement requirements below for more details.
- 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 school/program Director, faculty member, and the Director of Clinical Experiences or their designee.
- All costs related to a required background check by the school are the responsibility of the Teacher Candidate.

Placement requirements:

- Classroom of learners (ages 3-6)
- At least 2 students with IEPs in the class/group
- Mentor teacher assigned
- Signed affiliation agreement between school/district and CMU Office of Educator Preparation Programs.

Verification of placement requirements will be confirmed by the Chairperson of Counseling and Special Education, or designee, and recorded by the Office Professional in Counseling and Special Education for verification to MARSE and MDE.

If a requested placement is not approved, the candidate will be assigned a placement by the OEPP.



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Region & School Placement

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 online 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 their 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 of 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 requested center.



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Region & School Placement

- 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 (i.e., area not covered by the five student teaching centers), that candidate must:
 - 1) Apply to student teach in an alternate region via the Office of Educator Preparation Programs.
 - 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 \$1,500 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 Office of Educator Preparation Programs may request official documentation of permanent residence as part of the application for placement in an alternate region.



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Assignment Appeals

- All Teacher Candidate appeals related to student teaching placements will be addressed by 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 reached, the Teacher Candidate must submit a rationale in writing for changing the placement with the Director of Clinical Experiences. The written rationale must be submitted *no later than one week* after the Teacher Candidate is notified of the placement. 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.
- All Teacher Candidate requests for a change in Student Teaching Center will require a letter of appeal and a formal hearing with an appeals board. The letter of appeal shall include a rationale for switching centers and be submitted to the Office of Educator Preparation Programs.
- The Director of Clinical Experiences will meet with the Teacher Candidate and appeals board to discuss the issue. The decision of the Director of Clinical Experiences and appeals board is final.





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Visitation Day

- 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 semester immediately preceding the placement. *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 (e.g., reviewing handbooks, observing parking areas and faculty workrooms, touring the media center, requesting a faculty list and/or organizational chart, and meeting office personnel). One helpful resource might be the preceding year's school yearbook, if the school has a loaner copy.
- *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. Some districts require Teacher Candidates to fulfill onboarding tasks well in advance of the start date. 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.*





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Tips for Success

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 should 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. The main focus is always 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, when 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 future lessons.
- 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.



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Pacing of ST 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 Office of Educator Preparation Programs recommends that the Cooperating Teacher, and the Teacher Candidate implement a co-teaching model.
- Working as a co-teaching pair helps 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.

Taking on Responsibilities

- During the middle of the second week of ST, 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 Office of Educator Preparation Programs 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. A diagram is provided as a guide.





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Pacing of Gen-Ed ST Experience

| Phase 1: Beginning of Experience Weeks 1—4 | Phase 2: Middle of Experience Weeks 5—13 | Phase 3: End of Experience Weeks 14—16 |
|---|--|--|
| <p>Cooperating Teacher is the instructional “lead”:</p> <ul style="list-style-type: none"> 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 | <p>Teacher Candidate is the instructional “lead”:</p> <ul style="list-style-type: none"> Co-planning with Cooperating Teacher Collaborating with Cooperating Teacher to determine how co-teaching strategies will be used Plan and lead SOLO lessons | <p>Teacher Candidate shares/phases out of the instructional “lead” role:</p> <ul style="list-style-type: none"> Sharing and gradually yielding the lead instructional role in the co-teaching relationship Continuing to co-plan and co-teach with Cooperating Teacher Teacher Candidate works to complete all remaining university requirements Teacher Candidate debriefs and provides feedback to University Coordinator |
| <p>Teacher Candidate responsibilities:</p> <ul style="list-style-type: none"> Communicate and co-plan daily with 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 | <p>Cooperating Teacher responsibilities:</p> <ul style="list-style-type: none"> Provide guidance regarding content and standards to be addressed Co-plan and support Teacher Candidates in the role as instructional lead Actively participate in and support the co-teaching relationship Facilitate SOLO teaching | <p>Cooperating Teacher responsibilities:</p> <ul style="list-style-type: none"> 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 |





Pacing of Spec-Ed ST Experience

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Phase 1: Beginning of Experience Weeks 1—6

Cooperating Teacher responsibilities:

- Conduct two evaluations of teacher candidate related to professionalism – one at the end of week three and one at the end of week five.
- 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.

Teacher Candidate responsibilities:

- 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.)

Phase 2: End of Experience Weeks 7—16

Teacher Candidate responsibilities:

- 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.

Cooperating Teacher responsibilities:

- 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





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Observing the CT

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 commented 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 adapted the lesson to individual differences as the lesson progressed.





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Observing the Classroom

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 delay beginning the work?
- List evidence of misconceptions 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 was off-task or 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.





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Observations and Evaluations

Observations by the 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 so the feedback provided is very helpful.

Student Teaching Evaluation

There are three kinds of evaluations:

- Ongoing evaluation represents the daily and weekly assessment of a Teacher Candidate's growth toward the attainment of professional goals and objectives;
- 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™ by the Teacher Candidate, the Cooperating Teacher, and University Coordinator.
- The Final Evaluation is a summative assessment similar to the Mid-Progress Evaluation, which is completed at the end of the student teaching experience .





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Evaluation Timelines

- **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 in developing the skills, knowledge, and dispositions of a professional educator.
- The Office of Educator Preparation Programs 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 part of the 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, areas for improvement, and 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).



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Attendance Guidelines

- 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** except for Early Childhood Teacher Candidates. Teacher Candidates in the [B-K or B-3 programs](#) are enrolled in SPE 557 (6 hours) that includes **12 weeks** of student teaching in an appropriate early-childhood special education classroom.
- Teacher Candidates are expected to be at their placement every day and follow the school calendar.
 - There are no vacation or personal days during student teaching.
 - If you miss more than four days for extreme illness or family emergencies, you must make up those days in the field.
 - 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.
 - **One unexcused absence and/or two late arrivals or the combination thereof, will require a meeting with the Director of OEPP or designee and may be reason for possible dismissal from your clinical field experience.**
- Teacher Candidates must allow adequate time for arrival every day of the experience, arriving promptly, 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 (or text, if approved in advance)** 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 due to the potential for delay in receipt.
- 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.





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Attendance Guidelines (p. 2 of 2)

- 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).

Seminar Attendance

Attendance at Seminar is non-negotiable. Please confer with your Cooperating Teacher at the beginning of the semester regarding the seminar schedule and inform her/him that you will not be on site during that time 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. (*Snow day guidelines do not apply to virtual seminar sessions.*)

School Cancellations

Snow Days and other weather-related decisions are based upon 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, even if CMU's campus is delayed or closed. As a general rule of thumb, talk to your Cooperating Teacher and do as they do.



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Early Release

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 guidelines are met:

- The student teacher has been offered a long-term substitute teaching position from a P-12 school district to begin during weeks 13 through 16 of student teacher's clinical assignment.
- The student teacher has received a "proficient" or "distinguished" rating from the Cooperating Teacher on the Mid-Progress Evaluation.
- A written statement has been submitted by 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.



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Finishing the ST 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

B-K and B-3 Teacher Candidates:

Students will receive a letter-grade for SPE 557. The faculty assigns the grade based on the joint evaluations and feedback of the Cooperating Teacher and the faculty.

All other Teacher Candidates:

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.



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Finishing the ST Experience

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.

The Job Hunt

A great place to look for employment opportunities is CMU's Career Development Center at <https://www.cmich.edu/ess/careers/Pages/Default.aspx>.

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 internationally.

Questions? Please contact Career Services at Central Michigan University at careers@cmich.edu.

Ronan 240 | p: 989.774.3068 | f: 989.774.6608



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University Coordinators



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Overview & Calendar

Overview of Role

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 our Teacher Candidates, CMU has established centers throughout the state. The Central Michigan University Coordinator, a faculty member in the Department of Teacher and Special Education, serves as coordinator of the student teaching clinical experience in the classrooms and schools within 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.

The UC for B-K and B-3 Teacher Candidates is the Early Childhood Field Experiences Coordinator in consultation with the Faculty.

Academic Calendar

The student teaching semester is 16 weeks (12 weeks for B-K and B-3 candidates), starting when teachers report after summer or winter break. The final day is 16 weeks (12 for B-K and B-3) after the candidate begins or the Thursday prior to Commencement, whichever is earlier. The University Coordinator's role is to support the Teacher Candidate throughout the semester.



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Collaborating with School Personnel

The University Coordinator, an experienced classroom teacher and often an experienced administrator, works collaboratively with B-12 **school personnel** to:

- Communicate the clinical experience program and the teacher education program and policies of TSE, the Office of Educator Preparation Programs, the College of Education and Human Services, and the University to the B-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.



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Collaborating with Teacher Candidates

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 Co-teaching philosophy of placement progression.



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Collaborating with the Clinical Experiences Staff

The University Coordinator works collaboratively with the **Office of Educator Preparation Programs** to:

- Positively support the mission, goals, and policies of the Office of Educator Preparation Programs and TSE.
- Meet deadlines on required forms, schedules, placement lists, and other documentation.
- Attend scheduled field and center meetings on a regular basis.
- Participate in staff development for personal and professional growth planned by the Office of Educator Preparation Programs, the department, and/or other sources.
- Involve the Office of Educator Preparation Programs or its designee in the resolution of problems.
- Responsibly manage resources.
- Maintain important data in the Office of Educator Preparation Programs as requested (e.g., Progress Evaluation, Final Evaluation, MDE surveys, Graduate Tracking).



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Observations and Conferences

Most observations are pre-planned with the Teacher Candidate and the Cooperating Teacher. Each participant should be made 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 uploaded to Taskstream and can be shared by the Teacher Candidates, the University Coordinator, or Cooperating Teacher.



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Supporting Teacher Candidates

Communication is Key:

- 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.
- Teacher Candidates will need the most support in classroom management strategies, differentiation, assessment, co-teaching, and teaching literacy in their content areas.



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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 Evaluation is a summative assessment aligned with The Danielson Model and the InTASC Standards adopted by Michigan for teacher preparation. 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 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™ by the Teacher Candidate, the Cooperating Teacher, and University Coordinator.
- The Final Evaluation is a similar assessment to the Mid-Progress Evaluation and is completed at the end of the student teaching experience.
- The Teacher Candidate will be able to see all responses; however, 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.



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Grading

- B-K and B-3 Teacher Candidates: Students will receive a letter-grade for SPE 557. The faculty assigns the grade based on the joint evaluations and feedback of the Cooperating Teacher and the faculty.
- All other 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.



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Cohort Meetings

Over the course of the semester, University Coordinators will hold five hours of cohort meetings with their candidates. These meetings will be scheduled outside of the school day. The topics of these cohort meetings will include topics such as the following:

- *Initial Paperwork*
 - Know your School
 - Photo or Video Release Form
 - CT's e-mail address – send ASAP to your UC
- *Orientation to the Student Teaching Semester*
 - Observations
 - Snow Day procedures
 - Substitute Teaching Policy
 - Legal issues affecting student teachers
 - Taskstream procedures
- *Weekly Requirements*
 - Weekly Reflection and Attendance Record
 - Fill it out weekly and submit to Taskstream for UC review
- *Resume / Cover Letter*

The cohort time will also be used to make appointments for observations, share and build a community with others in your cohort, and discuss other topics as relevant to support candidates' experiences.



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Cooperating Teachers

(for Pre-Student Teachers and Student Teachers)



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Cooperating Teacher Overview

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 the rigor of their chosen profession. Master Cooperating Teachers are essential to this process, and their advice and guidance are invaluable to the success of Teacher Candidates.



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Qualifications

Minimum Qualifications of Cooperating Teachers:

- Demonstrated mentorship dispositions, exceptional communication skills, and experience providing adults feedback for improvement
- Knowledge of subject matter and ability to model effective pedagogy
- Sensitivity to diverse perspectives
- Involvement in educational committees or professional advisory councils
- Valid Teaching Certificate with at least three years of successful teaching experience or recommendation by CMU faculty
- Approval by building administrator

Desired Qualifications:

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

Other Considerations:

The Office of Educator Preparation Programs 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 areas 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



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Placements

Representatives of the Office of Educator Preparation Programs coordinate efforts with building principals to secure placements for all Teacher Candidates in Pre-Student Teaching and Student Teaching, and in 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 placements.

Pre-Student Teaching

- Cooperating Teachers may contact the Office of Educator Preparation Programs to volunteer to host a Teacher Candidate or may be recommended by their building Principal or a CMU faculty member. OEPP also sends a volunteer hosting survey to building principals to be forwarded out to potential hosts. All placements are subject to administrative approval by the building principal and Director of Clinical Experiences or designee. Placement emails are sent to the sites at the start of the semester for confirmation by the Office of Educator Preparation Programs before the field experience begins.
- 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.

Student Teaching

- Before a student teaching placement can be solidified, the Teacher Candidate must interview with the potential Cooperating Teacher(s) and/or building Principal(s). 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.
- Teacher Candidates in Student Teaching are expected to be in the classroom full-time and follow the district calendar.



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Supporting Candidates (p. 1 of 4)

The Cooperating Teacher can make the Teacher Candidates more comfortable in 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 classroom management 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).
- Developing strong lines of communication.
- Communicating how to handle problem situations as they occur.
- Reporting to parents and co-leading parent conferences, if applicable to field experience.





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Supporting Candidates (p. 2 of 4)

Tips for Success for working with Teacher Candidates:

- **Making 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 objectives successfully.
- **A Co-Teaching Model.** Cooperating Teachers are encouraged to take advantage of the co-teaching foundations workshops offered by the Office of Educator Preparation Programs that prepare 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 experienced Cooperating Teacher as they are mentored.
- **Assign Responsibilities.** Cooperating Teachers should allow Teacher Candidates to assume responsibility as soon as possible for basic 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, or guiding student to special classes (e.g., art, music, PE).



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Supporting Candidates (p. 3 of 4)

The Office of Educator Preparation Programs 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 Office of Educator Preparation Programs.

The Co-teaching strategies used in the CMU program are:

- 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 student; 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 are available to assist students and answer questions.

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Supporting Candidates (p. 4 of 4)

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 (CA60s) 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. 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, review of behavior rules, movement of students within the lesson, and other details that the Cooperating Teacher does automatically, but are 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.



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Expectations of PST 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.

Recent changes to B-12 education in Michigan not only affect those currently teaching, but also affect those seeking a career in education. The MDE places high priority on Teacher Candidates spending greater amounts of time in the field in which 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 that Cooperating Teachers and Teacher Candidate will work collaboratively to outline their individual expectations for a successful experience. We encourage frequent meetings or conferences in order to ensure open lines of communication.



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Expectations of ST Candidates

While a Teacher Candidate has minimal experience within a classroom following their pre-service experience, they have yet to experience the full scope of the life of a busy teacher. Therefore, support and guidance will be needed during 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 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 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.



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General Education Pacing

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| Phase 1: Beginning of Experience Weeks 1—4 | Phase 2: Middle of Experience Weeks 5—13 | Phase 3: End of Experience Weeks 14—16 |
|---|--|---|
| <p>Cooperating Teacher is the instructional “lead”:</p> <ul style="list-style-type: none"> 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 | <p>Teacher Candidate is the instructional “lead”:</p> <ul style="list-style-type: none"> Co-planning with Cooperating Teacher Collaborating with Cooperating Teacher to determine how co-teaching strategies will be used Plan and lead SOLO lessons | <p>Teacher Candidate shares/phases out of the instructional “lead” role:</p> <ul style="list-style-type: none"> Sharing and gradually yielding the lead instructional role in the in the co-teaching relationship Continuing to co-plan and co-teach with Cooperating Teacher Teacher Candidate works to complete all remaining university requirements Teacher Candidate debriefs and provides feedback to University Coordinator |
| <p>Teacher Candidate responsibilities:</p> <ul style="list-style-type: none"> Communicate and co-plan daily with 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 | <p>Cooperating Teacher responsibilities:</p> <ul style="list-style-type: none"> Provide guidance regarding content and standards to be addressed Co-plan and support Teacher Candidates in the role as instructional lead Actively participate in and support the co-teaching relationship Facilitate SOLO teaching | <p>Cooperating Teacher responsibilities:</p> <ul style="list-style-type: none"> 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 |





Special Education Pacing

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Phase 1: Beginning of Experience Weeks 1—6

Cooperating Teacher responsibilities:

- Conduct two evaluations of teacher candidate related to professionalism – one at the end of week three and one at the end of week five.
- 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.

Teacher Candidate responsibilities:

- 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.)

Phase 2: End of Experience Weeks 7—16

Teacher Candidate responsibilities:

- 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.

Cooperating Teacher responsibilities:

- 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.





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PST Lesson Delivery (p. 1 of 2)

When it is determined that the Teacher Candidate in Pre-Student Teaching is capable of classroom leadership, we ask the Cooperating Teacher to permit the Teacher Candidate to plan and deliver a minimum of two lessons. The 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 at 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, 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, prescribed by the School District, or created by the Teacher Candidate as an original lesson plan. In all situations, 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 has fully thought 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 that is a part of the School District's materials). Teacher Candidates should have the necessary skill level to deliver a lesson independently.



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Lesson Delivery (p. 2 of 2)

Cooperating Teachers are encouraged to involve the Teacher Candidate in Pre-Student Teaching to the extent that the Cooperating Teacher believes to be the student's maximum ability level. It is imperative that the Teacher Candidate be actively engaged in the host classroom in as many ways as possible. Please contact the Office of Educator Preparation Programs 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 instructs a small or large group, CMU welcomes feedback on how the CMU Teacher Education Program is preparing Teacher Candidates. 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 software. Such materials, if approved by the Cooperating Teacher, may be used as *supplements* to the teaching of the assigned curriculum. A Teacher Candidate may use approved video clips, Cooperating Teacher-sanctioned materials, or electronic presentations that are the original work of the Teacher Candidate.





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ST Observations and Conferencing

Most observations are pre-planned by the UC 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 may be shared by the Teacher Candidates to the University Coordinator or Cooperating Teacher.





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PST Evaluations

Final Evaluation: 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™ by both the Teacher Candidate and the Cooperating Teacher.

Dispositions (Professionalism) Check: This takes place between weeks four and six of placement through electronic submission to Taskstream to ensure the Teacher Candidate possesses the dispositions required to successfully complete the experience. Both Teacher Candidates and Cooperating Teachers complete the form.

Ongoing Evaluation: Formative assessment takes place frequently during the experience through electronic survey forms completed by the Cooperating Teacher to monitor candidate progress. These evaluations represent the daily and weekly formative assessment of a Teacher Candidate's growth toward the fulfillment of professional goals and objectives.





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ST Evaluations

- 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 Evaluation is a summative assessment aligned with The Danielson Model and the InTASC Standards adopted by Michigan for teacher preparation. 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 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™ by the Teacher Candidate, the Cooperating Teacher, and University Coordinator.
- The Final Evaluation is a similar assessment to the Mid-Progress Evaluation, and is completed at the end of the student teaching experience.
- The Teacher Candidate will be able to see all responses; however, 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.





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ST Evaluations and Grading

Pre-Student Teachers

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 Office of Educator Preparation Programs.

Student Teachers

- 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.



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Student Teaching Seminar

To meet the needs of our Teacher Candidates who are completing their student teaching in distant locations, seminar courses are delivered via virtual sessions. Depending upon the exact course, the number and timeframe for seminar courses will vary.

A complete list of course dates, assignments, and expectations will be provided to the student by their faculty member at the beginning of the semester. Candidates are expected to share seminar dates with their Cooperating Teacher at the beginning of the semester.

Please note – Attendance to seminar is mandatory. Any absences may result in a reduction of course grade.



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Final Weeks of Student Teaching

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.



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