



COLLEGE OF EDUCATION & HUMAN SERVICES

## **CENTER FOR CLINICAL EXPERIENCES**

CENTRAL MICHIGAN UNIVERSITY

### **Clinical Partnerships and Practices Advisory Board – Teacher Consortium**

**Tuesday, April 13, 2021**

**4:00-5:30**

<https://cmich.webex.com/meet/david1jf>

### **Draft Minutes**

Attendance: Jillian Davidson, Amanda Buzard, Jennifer Klemm, Llemke, Mary Lang, Mindy Keck, Steve Poole, Bill Chilman, Cindy Araway, Therese Hansen, Tracy Speaker-Gerstheimer

#### **1. Introductions (via Chatbox)- Davidson welcomed members at 4:06 pm.**

Members were asked to introduce themselves in the WebEx chatbox.

#### **2. Campus Updates**

##### **a. Center for Clinical Experiences (Jillian Davidson)**

- a. The spring semester is coming to a close and the fall semester planning and placements have begun. We place students primarily within a 60-mile radius. CMU will be offering SPE 250 to all teacher candidates. The purpose of SPE 250 is to give students exploratory clinical hours across grade bands and different specialties. It is meant to give candidates an introduction into the field of education through both theoretical and practical lenses. We are hopeful the University Coordinators will be able to be out in the field again as opposed to keeping observations virtual.

##### **b. Question: Graduates Returning to High School for Student Teaching**

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EHS 421, Central Michigan University  
Mount Pleasant, Michigan 48859

P 989.774.7622 | E [ehscc@cmich.edu](mailto:ehscc@cmich.edu)

[www.ehs.cmich.edu/cce](http://www.ehs.cmich.edu/cce)



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- a. Davidson asked members for feedback if graduates should be able to student teach in high schools from which they graduated as currently that is not allowed. Administrators all agreed the decision should be left with the districts based on the candidate.

### **3. Educator Preparation Program & MDE Updates (Jennifer Klemm)**

#### **a. Alternate Route**

1. Klemm updated the group on the Educator Preparation Program and MDE. The PK-3 and 3-6 certification applicants are ready. The Birth – K program is hoping to have approval by summer then students will begin on the Birth – K certification. The Secondary Taskforce is currently working on the 7 – 12 and 5 – 9 grade bands. The taskforce is still in the beginning stages of developing the bands. The work will continue into next fall. Due to the teacher shortage and addressing the needs of the districts the program is looking into an alternate route experimental program. Klemm described three pathways and asked for feedback from the administrators.

Pathway 1: traditional route with coursework and student teaching

Pathway 2: for students currently employed as long-term substitutes where they get to stay in the classroom. They must complete coursework then field experience with an instructional coach

Pathway 3: accelerated route to get their bachelor's degree.

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The committee agreed that alternative routes would be beneficial to providing support to districts while providing opportunities for non-traditional students to become certified.

### **b. Special Education Initial Certifications**

1. We are offering a new Special Education track that will be entirely online for those who need an emergency certification or on the post-bac track with a general education certificate. To add the endorsement, it will take one year and one semester. An additional year if they wish to add a Master's degree.

Concerns were raised about the new bands limiting future educators. Klemm responded that the new elementary program was designed to allow students to complete two bands with a maximum of 129 credits. The secondary program is expected to begin in the Fall 2023 semester.

### **4. Partner Share Out**

- a. Because of the Pandemic, districts have taken on the burden of contact tracing, monitoring cases, and following the CDC. Due to the increased absences, students may be required to complete summer school, therefore, districts are hiring teachers to teach summer school.

Social and emotional support for students is also an issue as administrators are seeing it become a more prevalent issue in younger kids.

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### **5. Dispositions Changes**

- a. Buzard presented information about the changes in the dispositions process. Past practice consisted of teacher candidates complete a Professional Skills Interview which was a group interview with their peers. They were not able to extract a correlation in the data of the PSIs and dispositions to their success later in the program. The dispositions process was revised by looking at different resources such as the core teaching practices and NACE. The new dispositions are as follows:

*Passionate about teaching and learning for all students*

*Dedicated to equitable, just, and inclusive practices*

*Positive and collaborate communicators*

*Committed to the profession and lifelong learning*

*Ethical and professionally responsible*

The dispositions handbook was presented to multiple groups in the Educator Preparation Program for feedback. A copy of the handbook has also been sent to this committee, so they have access to the information.

### **6. Other Issues/Questions on the Horizon**

- a. There was interest in the Professional Development opportunities and how teachers may be able to access those resources.

### **7. Upcoming meetings- May 4<sup>th</sup>: Collaborative Partnership meeting 4-5:30**

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