

Secondary and PK-12

(5-9, 7-12, 5-12, HPE, BME, SPE)

Clinical Experiences

HANDBOOK

2025 -2026



COLLEGE OF EDUCATION
& HUMAN SERVICES

**OFFICE OF
EDUCATOR
PREPARATION
PROGRAMS**

CENTRAL MICHIGAN
UNIVERSITY

LETTER FROM THE ASSOCIATE DIRECTOR

Esteemed Partners, Teacher Candidates, and Colleagues,

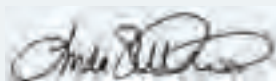
At Central Michigan University, we believe teaching is a skill-driven profession that is not learned overnight or through one field experience. Great teaching develops through cohesive coursework with embedded clinical experiences and supported by the knowledge of master teachers willing to share their 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 clinical fieldwork as part of CMU's Educator Preparation Program, 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!



Linda S. Weiss

**Associate Director of Clinical Experiences
Office of Educator Preparation Programs**





Our Office

Office of Educator Preparation Programs (OEPP)

Clinical Experiences

Education and Human Services Building, Room 421

CMUedClinical@cmich.edu

989.774.3309

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.

Our Values

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.

General **POLICIES & PROCEDURES**



Planning for a Successful Program

- **Meet with an academic advisor regularly.** Teacher Candidate (TC)s should be in regular contact with their major/minor faculty advisor and their academic advisor in the OEPP.
- **Monitor CMICH email daily.** Email is how the OEPP will notify candidates of upcoming dates and responsibilities. TCs are encouraged to pay close attention to their [cmich.edu email](mailto:cmich.edu) and maintain an accurate calendar of upcoming deadlines.
- **Handbook Review.** The Clinical Experiences handbook will help TCs be successful in their field placements. TCs 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 and Special Education Department has opportunities for TCs in the US and abroad. TCs 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, TCs should bookmark the [Office of Educator Preparation Programs website](#).
- **Deadlines.** Missing due dates can result in a delay in a TC's progress.

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](#) pg. 30.

Attendance, Dress Code, and Picture ID

Attendance policy

The TC 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, TCs must also adhere to the attendance policy set by the OEPP.

Dress code

Respect for students, colleagues, families and the education profession is reflected in a TC's appearance. During all clinical experiences, TCs are expected to be well-groomed and to dress professionally. Professional dress for educators is typically defined as business casual. TCs 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 TCs in the field, all candidates are required to wear their CMU Teacher Education ID badge every day during their clinical experiences. As part of the admission to Teacher Education process, TCs must upload a photo to SL&L, which will be used to create their photo ID badge. **On-Campus students** who have not already received their badge and are registered for a clinical experience course, should pick up IDs at the OEPP in EHS 421. **Online students** do not have photos on their ID badges. OEPP will email a badge to print and display in a plastic lanyard while at their placement sites.



Diversity Requirement

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 B-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.

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.

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 and to become effective teachers. TCs are expected to display professionalism in all phases of clinical experiences.

As TCs 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 TCs 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, view the [Educator Preparation Programs \(EPP\) Teacher Candidate Dispositions Handbook](#).



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 TC 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 (CT), 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 TC or the school in which the TC is placed.

TCs should refrain from creating blogs or social media sites for the specific purpose of providing commentary on the classroom, school, or related experiences.

Technology

Social media

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

Social media personal use

TCs are advised to remove pictures and social media posts that do not represent them as developing professional educators. TCs have a very visible presence in a conservative field and should represent themselves as upstanding members of this profession. TCs 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 TCs 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 TC’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.
- What is visible to others when you are video- conferencing on your computer or phone? What is behind you, in the camera frame?

Social media in the classroom

While in a classroom, the CT may utilize social media for instructional purposes. Most school districts have an electronic media policy available for review. All TCs are required to obtain permission from the CT prior to teaching a lesson employing technology or social media tools for educational purposes.

[Minors Participating In CMU Activities.](#)

Use of personal technology in the field

There is no personal phone use permitted while in the classroom. All devices should be turned off or muted in the classroom. Even if a CT is allowed to use their mobile phone, TCs are not. This includes using smart watches and tablets for personal purposes while in the B-12 setting. Any use of technology for *educational* purposes in the classroom must be approved by the CT. 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 CT in advance.

CMU Policy on Academic Integrity

Because academic integrity is a cornerstone of the University’s commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited.

Action Plans

If instructional or dispositional issues arise in the classroom during a clinical experience, the onsite clinical faculty (Cooperating Teacher [CT] and/or University Coordinator [UC]) and the CMU Instructor will work alongside the candidate to address the concerns immediately.

Prior to completing an Action Plan, the UC or CT may:

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

When a problem in the field persists, a written plan of action must be developed and submitted to the Associate Director of Clinical Experiences. **The development of an Action Plan includes the following steps:**

- 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.
- Action Plan requests should be directed to the appropriate Assistant Director of Fieldwork (i.e., early childhood, elementary, or secondary/K-12).
- After the request is reviewed by the Assistant Director:
 - A written Action Plan is developed by the Assistant Director, with input from the UC, TC, and CT, 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.
 - The signed Action Plan is submitted to the OEPP, and copies of the signed plan are provided to the UC, CT, TC, and appropriate OEPP contact
 - Clinical Faculty shall evaluate the TC's progress by documenting actions taken and noting whether the goal has or has not been completed by the deadline.
 - At the end of the term, if the goals of the Action Plan have not been met, the Associate Director of Clinical Experiences will meet with the TC regarding next steps which may involve extra clinical requirements, retaking the course, or other interventions.

TCs who have a concern relating to their placement or evaluation by their UC or CT should contact the Associate Director of Clinical Experiences.

Legal Issues

Criminal conviction issues

If a TC has any legal issue(s) (besides traffic violations such as speeding), the TC must provide a Register of Actions for the court case and Judgment of Sentence if available to EHS 421.

If a TC 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). The TC may NOT return to the field with an open legal. For a detailed explanation of criminal conviction issues, please review the [ICHAT and Legal Information](#) website.

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 campus. Therefore, even if a TC has the appropriate identification card, a candidate may not possess or use marijuana on the CMU campus or while participating in a CMU program.

KEY TERMS

Attendance Log: A log of hours completed in Student Learning and Licensure or SL&L to represent the number of hours the Teacher Candidate (TC) attended their placement. Minimum hours for the specific program must be met.

Code of Educational Ethics: The Michigan Department of Education (MDE) 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

See <https://www.michigan.gov/mde/services/ed-serv/educator-conduct/michigan-code-of-educational-ethics>

Cooperating Teacher (CT): Classroom teacher assigned to assist and mentor a TC during field experiences.

Classroom teachers who agree to supervise a TC must be approved by their building principal and meet the requirements as outlined in the standard School District Affiliation Agreement. Also known as Mentor or Host Teacher.

Core Practices: The MDE has chosen TeachingWorks' high-leverage practices (HLPs) to define what all teachers (particularly new instructors) should be able to do with respect to teaching and work with children. In February 2019, the MDE 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 in the Core Teaching Practices document at <https://bit.ly/coreteachingpractices>.

Co-Teaching: Two teachers (e.g., a Cooperating Teacher [CT] and Teacher Candidate [TC]) 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.

Dispositions: Professional dispositions address TCs' 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 TCs 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—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 that candidates complete during their educator preparation courses will meet the expectations set forward by the MDE for teacher preparation in the Clinical Experiences Requirements document. The Clinical Experiences Staff will support students in the documentation of the diversity represented in their placements to meet the requirements of the MDE.

Educator Preparation Program (EPP): An entity comprised of faculty and staff who apply time and resources to oversight and implementation of all aspects of professional education programs at the initial and advanced levels. The EPP is recognized by CMU as one of many components in the University structure.

GoReact: An online formative assessment software resource used to review the developing skills of TCs 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 application, items that are required prior to student teaching, and specific student teaching policies will be provided at this meeting.

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 [Educator Preparation Programs](#) website. For information on clinical experiences, call (989) 774-7662, and for information on student services, call (989) 774-3309.

Placement: The assignment of a CT as the designated mentor for the TC for the specified clinical experience. The OEPP staff makes placements so that all affiliation agreements are followed. CTs are selected in cooperation with the school's designated administrator. **TCs are NOT allowed to seek their own field placements, and doing so may jeopardize their status in the teacher education program.**

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

School District Agreement (Affiliation Agreement): Agreement between CMU and the schools' governance boards, which specifies conditions for all clinical experiences. All schools where TCs are placed must have a signed affiliation agreement with CMU.

SL&L: SL&L is a provider of learning outcomes assessment technology and accreditation solutions for higher education. This system is used to collect key assignments and evaluate performance throughout the Teacher Candidate (TC)'s student teaching experience.

Special Education Endorsement: This endorsement prepares TCs to teach exceptional students at the elementary and secondary levels. Special Education is an endorsement added to the General Education degree. TCs majoring in Special Education complete two semesters of Student Teaching experiences: a General Education clinical experience and a Special Education clinical experience.

Special Education TCs 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) but not their *second* placement; however, they are still required to complete both online applications.

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

Student Teaching Center: There are multiple Student Teaching Centers across Michigan. Each Center has several University Coordinator (UC)s who work with a cohort of TCs.

Student Teaching Coaching Interview: This occurs after an observation when the Teacher Candidate (TC) conferences with the University Coordinator (UC) and (when possible) the CT. The conference should be conducted in an area where confidential information can be exchanged.

Student Teaching Pre-Placement Interview: Meeting between the TC and UC 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.

Teacher Candidate (TC): A student who has been accepted into the Teacher Education program.

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 (TC) at least 4 times (either virtually or face-to-face), provides feedback, and evaluates the TC. The UC works collaboratively with schools and are experts in the field of education.

(Site) Visitation/Interview Day: The day the Teacher Candidate (TC) visits the building and classroom selected by the University Coordinator (UC) for their clinical experience. Student Teaching placements are not considered final until after the potential Cooperating Teacher (CT), building principal, and TC have completed the site visitation/interview day and the TC receives their notice of eligibility.

Common Acronyms	
CT	Cooperating Teacher
TC	Teacher Candidate
UC	University Coordinator
ST	Student Teaching
PST	Pre-Student Teaching
EC	Early Childhood



Early Field EXPERIENCES

Overview

Early Field Experiences allow Teacher Candidate (TC)s to engage with PK-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 TCs, the Office of Educator Preparation Programs can assist with:

- Identifying and securing partnership PK-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 ID badge processes



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 must be completed and submitted to the OEPP by the deadline noted in the email communication.

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 a student is enrolled in an Early Field Experience

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.

Identification Badges

Early field participants must wear a CMU-provided teacher education ID badge at all times in the field.

If the TC 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 TC 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 SL&L and managed through the OEPP. For help with SL&L, call 989-774-3309 or email CMUedPrep@cmich.edu.

Course List

SSC	250, 301, 400
ENG	211, 311, 319
HPE	325, 344, 346, 348, 386
MTH	261, 262
MUS	333

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.

Pre-Student TEACHING (PST)

Overview

- Teacher Candidates (TCs) 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 TC is partnered with a B-12 Cooperating Teacher (CT) in a school for a wide-ranging, comprehensive classroom experience.
- Teacher Candidates are placed regionally (within one hour of Mount Pleasant).
- The TC in PST is in the midst of their Professional Education coursework and is taking content, method, theory, and management coursework.
- During this experience, TCs work with their CTs to support instruction and apply learning from methods courses through lesson plan design and implementation.
- Staff from the OEPP will distribute necessary information and forms to each TC in PST during the initial weeks of their University Pre-Student Teaching course.
- PK-12 field assignments will be available in SL&L soon after the start of the semester.

*****Successful completion of PST is required before student teaching.***



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 OEPP.
- 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 TC is required to review a BBP Overview in the PST Application prior to entering the classroom. In an effort to keep the TC safe, the training module provides 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.

Placement Information

- A Candidate's fieldwork placement can be viewed by logging onto **Student Learning and Licensure (SL&L)** online. Host school website information is also listed. Please be sure to research the school district online prior to the first visit.
- TCs in PST must have a **minimum 2.8 cumulative GPA** to be in the field.
- TCs in PST must have Bloodborne Pathogens Training successfully completed prior to entering the PK-12 setting.
- TCs are NOT permitted to set up their own placement. Only the OEPP is allowed to make placement arrangements.
- The OEPP works with building principals to make placements. Every attempt is made to fulfill requests of partners and TCs but, unfortunately, some requests may not be filled.
- Each school system has the opportunity to request TCs based on district policies.
- The TC 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 TC's responsibility to make up and arrange an alternate field visit to make up field hours missed.
- TCs in PST should make every attempt to contact the CT at least 4 days prior to the first scheduled visit. *Do not rely solely on email*; it may not be checked regularly.
- The PST Field Experience is to be extended over the semester. Exceptions must be cleared through the course instructor and the Associate Director of Clinical Experiences or the appropriate Assistant Director.

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.

All sites are not appropriate for all courses. Therefore, students must alert both the OEPP on their PST application if they will have multiple placements.

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

Secondary/PK-12 Courses with Field Placements

- | | |
|----------------|-----------|
| • ENG 560 | • SCI 400 |
| • HPE 425 | • SSC 350 |
| • MTH 462 | • SPE 324 |
| • MUS 431, 433 | • TEL 502 |



Teacher Candidate's Role During PST

During Pre-Student Teaching, TCs have the opportunity to engage in classroom field experiences during which they can:

- Observe classroom teachers.
- Actively participate, learn, and interact with students and the CT.
- 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 CT.
- 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 awareness of the total school environment.

Attendance Guidelines

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

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 TC's pre-student teaching experience. Both the TC and the CT will complete the evaluation in SL&L.
2. **Teacher Candidate (TC) Dispositions Check:** This check takes place between weeks 4 and 6 of placement through an electronic submission to SL&L to ensure the TC possesses the dispositions required to successfully complete the experience. Both TCs and CTs complete and upload the rubric.
3. **Ongoing Evaluation:** These evaluations represent the daily and weekly formative assessment of a TC's growth toward the fulfillment of professional goals and objectives during PST.



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 TC 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 PK-12 school district and the CMU pre-student teacher. If a unique substitute teaching position should occur in a PK-12 school district, the Director or appropriate Assistant Director will work with the administration to attempt to meet the needs of the school district and maintain the goals of the CMU clinical experience.

TCs in PST may be employed by the PK-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 PK-12 district paperwork for employment.
- The pre-student teacher agrees to note any substitute teaching days/hours on their weekly attendance log in SL&L.
- 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 Associate Director or Assistant Director 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 Associate Director or Assistant Director of Clinical Experiences due to extenuating circumstances.



Student TEACHING (ST)

Overview

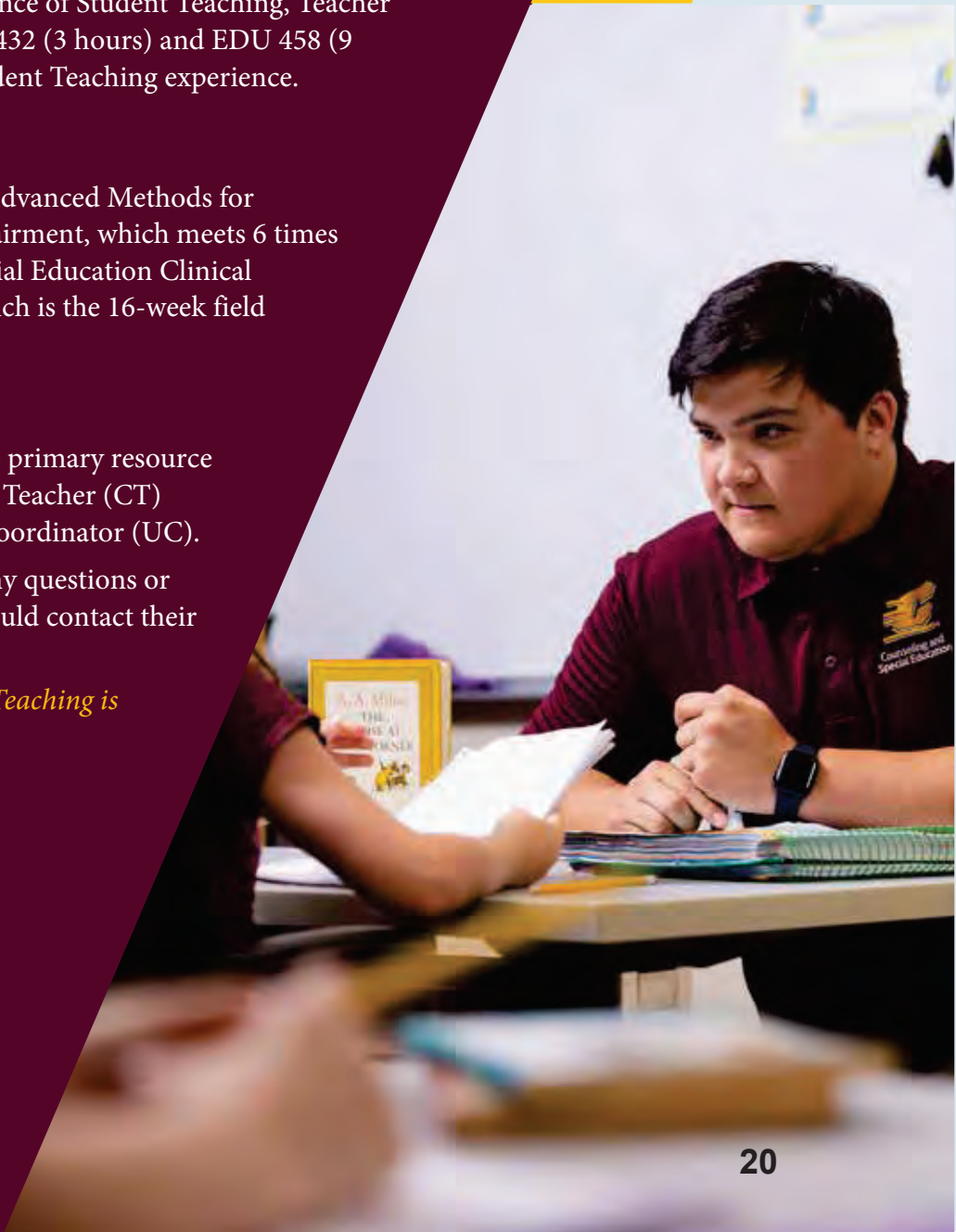
During the culminating clinical experience of Student Teaching, Teacher Candidates (TCs) are enrolled in EDU 432 (3 hours) and EDU 458 (9 hours) for their General Education Student Teaching experience.

CI TCs 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.

While completing student teaching, the primary resource person for the TC and the Cooperating Teacher (CT) during the semester is the University Coordinator (UC).

If at any time, as a TC, students have any questions or concerns or need information, they should contact their assigned UC.

***Successful completion of Pre-Student Teaching is required before student teaching.*



Eligibility

Mandatory Student Teaching (ST) Application Meeting

- TCs planning to student teach in the following semester must attend one of two Mandatory ST Application meetings held at the beginning of each academic semester.
- Candidates will receive valuable information at this meeting including the link to apply for ST, an overview of ST requirements, and department approval requirements.
- TCs are required to be able to access SL&L during the meeting.

Academic Eligibility Requirements

- TCs must have an overall GPA of at least 2.8.
- TCs are required to complete a core of professional education courses with a C+ or better in each course.
- TCs must complete SPE 504 with a C+ or higher.
- TCs are required to earn a C+ or higher in all methods courses.
- TCs must maintain an overall 2.8 GPA or higher in all teachable majors and minors.
- Departments may require additional documentation or a higher GPA.
- All incompletes must be resolved.
- TCs must have departmental approval.

Departmental Approval

- All teachable majors and minors must be approved by the department.
- 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).
- TCs who transfer classes into CMU are responsible for checking with their advisors and departments to see if transfer grades are included in computing the GPA for their major(s) or minor(s).

Additional Eligibility Requirements

- Documentation of attendance at the Mandatory Student Teaching Application Meeting.
- Electronic submission of Student Teaching Application and submission of all requirements by due date.
- Completed and current ICHAT to EHS 421 by the ST application due date.
- 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 OEPP.
- Documentation of majors and minors 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, some require completion of seminars, some departments require letters of reference, and other departments may require a higher GPA than the minimum of 2.8. *TCs are responsible for meeting their department's specific requirements.*
- A TC 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.
- ST 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 TC.
- No University probation of any kind.
- Passing of Bloodborne Pathogens tutorial and test during PST.
- Successful completion of PST.
- TCs must receive an Eligibility Notification via email from the OEPP prior to entering the classroom to begin their ST field experience.



Placement Guidelines

- Once the TC has been assigned to a Center, the UCs will interview the TCs assigned to them. *This interview may be in person, by video (WebEx/Teams) or by phone.*
- TCs should complete a *Pre-Placement Interview Form* prior to meeting with their UC.
- After interviewing, the UC will begin the placement process.
- Every effort is made to secure placements within a 60-mile radius from the TC's residence.
- Placements are secured by the UC in cooperation with the School Superintendent or their designee.

CMU's Placement Policy

- **TCs may not pursue their own placements.**
- **TCs will not be placed in the high school from which they graduated.**
- **TCs will not be placed in schools where relatives attend as students or are members of the school staff.**
- TCs 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, UC, 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 TC.

Secondary Placements

- Secondary certification candidates (Grades 5-12) may be placed in their major and minor for 8 weeks each, or they may be placed in either their major or their minor for 16 weeks. Placements may be split between a senior high and middle school.
- In some cases, secondary candidates may receive half-day placements in their major for 16 weeks with the second half day placed in their minor.
- Much depends on the nature of the school program, the needs of each TC, and the availability of a qualified CT.

K-12 Endorsements: Music or Health & Physical Education Placements

Every effort is made to place TCs seeking K-12 certification in both a secondary and elementary experience across the PST and ST field placements.

K-12 Endorsement: SPE Placements

The Special Education clinical experience will be completed the semester after the General Education clinical experience and is the TC's final field experience before graduation. During the semester of General Education student teaching, Special Education TCs 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: TCs can be placed in any PK-12 special education classroom for student with cognitive impairments with an appropriately certified CT. ALL Special Education candidates **MUST** be placed in a general education classroom for their General Education student teaching experience for state certification purposes.*

The Associate Director of Clinical Experiences or their designee will coordinate and monitor assignments of all UC faculty and TCs. Special Education experiences take place the semester after the General Education Student Teaching.*

Verification of placement requirements will be confirmed by the Special Education program director 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.

***Beginning in Fall 2025**, TCs seeking a Special Education Endorsement may opt to do only the Special Education clinical experience, and their PST clinical hours will count for the General Education clinical experience.

Region & School Placement Assignment Appeals

Assigning Teacher Candidates to Centers

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

After the application has been submitted, the TC will be assigned a UC to oversee their clinical experience. TCs will be assigned to their UC by the Associate Director of Clinical Experiences or their designee. The assignment of a UC may change due to variables that develop as the placements for TCs 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 TC must write a description of their situation on the ST Application. Candidates whose written narrative establishes their needs according to the above criteria will be considered first for assignment to a requested center.

ST 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:

- Apply to student teach in an alternate region via the Office of Educator Preparation Programs.
- Work with the CMU UC regarding an appropriate affiliation agreement with a higher education institution in the region of residence.
- 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 OEPP may require official documentation of permanent residence as part of the application for placement in an alternate region.

Appeals of Placements

All TC appeals related to ST placements will be addressed by the Associate Director of Clinical Experiences or designee after the TC has interviewed with their assigned UC and completed the visitation at the school.

If a TC disagrees with the school and/or classroom placement made by the UC and a compromise cannot be reached, the TC must submit a rationale in writing for changing the placement with the Associate Director of Clinical Experiences. The written rationale must be submitted no later than one week after the TC is notified of the placement. The Associate Director of Clinical Experiences and/or the appropriate Assistant Director and/or the Director of the OEPP will meet with the TC and UC to resolve the issue.

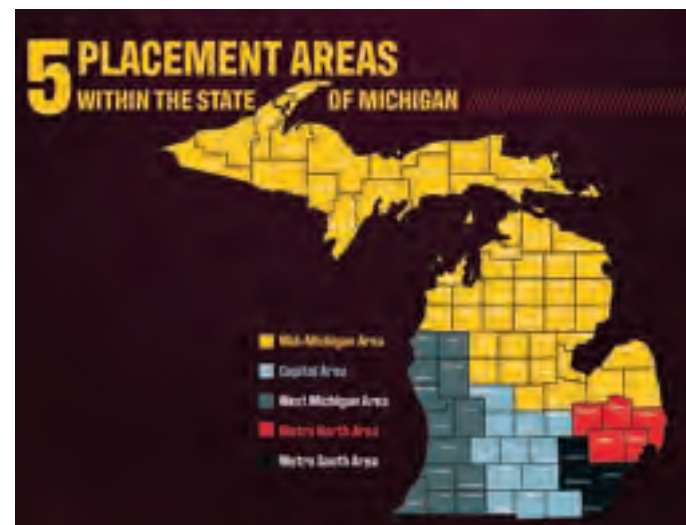
The decision of the Director of the OEPP is final.

Appeals of Centers

All TC 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 OEPP.

The Associate Director of Clinical Experiences will meet with the TC and appeals board to discuss the issue.

The decision of the Director of the OEPP and appeals board is final.



Site Interview/Visitation Day

The interview between the TC and the potential CT(s) and principal(s) is a critically important procedure. The CT(s) and Principal(s) must feel that the TC will work well in the assignment, and the TC must feel comfortable with the assignment for the placement to be finalized. No placement is considered final until after the prospective CT, Principal and TC 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*. TCs are to wear their CMU picture ID to this meeting and during student teaching. Dress is business casual.

As part of the interview, the TC and the CT may discuss education issues including, but not limited to:

- Classroom management and discipline
- Subject matter to be taught while the TC is in the classroom
- Texts and supplementary materials
- Teaching methods that may be used in the classroom
- Co-teaching planning and execution, if applicable
- Basic information about the school rules and procedures
- The school calendar, school hours, report time
- Special skills or interests which will enhance the TC's performance

The TC 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.

On Visitation Day, TCs should go to the district's central office or administration building to determine the district's background check/fingerprinting procedure. Some districts require TCs to fulfill onboarding tasks well in advance of the start date. The TC should follow those guidelines so that ST is not delayed. All delayed starts or time out of the classroom due to failure to meet district requirements will extend the ST experience.

Tips for Success

Getting Comfortable in the Classroom and Assuming Responsibilities

During the initial stage, there is a need for the TC and the CT to establish a personal working relationship. Assuming greater responsibility for the classroom often is a gradual process. The CT will provide considerable guidance and direction as the TC's responsibilities are increased.

The planning role should move from the CT doing the planning, to collaborative planning, to the TC doing the planning. In a collaborative classroom, the CT will be in the classroom but will be transitioning the planning to the TC. The main focus is always on student learning.

Observing the Classroom

A TC needs to observe the class and the CT at all points throughout the experience, even toward the end, when the TC is more perceptive and knows what to look for in a lesson. This does not mean that the TC is only observing and not taking part in the classroom activities.

The TC should be encouraged to take notes on what is observed. The TC'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 TC is observing is exactly what the administrator, CT, or UC observes when they visit a classroom. Those areas are identified on the next page to help the TC identify what is important in an observation.



Observations and Evaluations

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.

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 delay their work, and what behaviors do they display?
- List evidence of student 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 the expected or purposeful activity? Identify the ways in which the student was off-task.
- Think about how you might group students for an activity with a partner or with a group of three students who will work together.

Observations by the Cooperating Teacher

It is beneficial for the CT to observe the TC and provide feedback for continuing growth. The CT is in the classroom every day, and so the feedback provided is very helpful.



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 TC, the OEPP recommends that the CT and the TC 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 TCs and PK-12 students highly benefit from this approach, and TCs receive an increasingly mentored and supported clinical experience.

Taking on Responsibilities

During the middle of the second week of ST, the TC 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 CT's collaboration.

The CT may leave the TC in charge of the room for brief and then increasingly longer periods of time, provided that the TC 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 CT in the classroom working with students.

It is beneficial for the TC 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 OEPP recommends a model of gradual release of responsibility, mutually agreed upon by the CT and TC, in collaboration with the UC, as needed. A diagram is provided in the Additional Materials as a guide.

TCs will receive more detailed information from their UCs on the CFAST process and areas to be evaluated.

ST Evaluations: The CFAST Process



Introductory Meeting

At the beginning of the semester, the UC, CT, and TC meet to:

- Go over the CFAST form
- Review expectations
- Set up a time for the mid-term meeting

Mid-Term Conference

Midway through the ST process, the UC, CT, and TC meet to:

- Identify strengths and areas to focus on for the rest of the ST placement.
- Set up a time for the final conference.

Final Conference

During the final week of the ST process, the UC, CT, and TC meet to:

- Identify strengths and opportunities for growth during the TC's first year of teaching.
- Complete a summative assessment of the ST experience.

Scoring Levels on the CFAST:

- Exceeds expectations
- Meets expectations
- Emerging
- Does not meet expectations

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**.

TCs 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.**
- TCs must allow adequate time for arrival every day of the experience, arriving promptly, prepared, and appropriately dressed.
- Make the CT aware of any known schedule changes well in advance.
- When a TC is ill and unable to be at school when scheduled, they should call (or text, if approved in advance) the CT before school starts in the morning to let the CT know of the absence. *Email is not an acceptable form of communication due to the potential for delay in receipt.*
- The TC will need to make arrangements to make up the missed hours and must complete a Student Teacher Absence Report form.
- At no time should a TC leave the school premises during scheduled fieldwork, unless prior approval has been given.
- Additional professional development opportunities must be approved by your UC and CT at least two weeks in advance (Maximum of one day per semester).

Seminar Attendance

Attendance at seminar is non-negotiable. Please confer with your CT 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 ST Seminar is scheduled on the day of a university snow day, the seminar instructor will inform TCs 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. TCs should be prepared to go to school if school is open and their CT plans to be there, even if CMU's campus is delayed or closed. *As a general rule of thumb, talk to your CT and do as they do.*

Early Release

TCs 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 Associate Director of Clinical Experiences will work with the building principal, UC, and TC when considering extenuating circumstances or unique opportunities related to substitute teaching assignments.

The Associate Director of Clinical Experiences or designee will consider approval after reviewing the following guidelines are met:

- The TC has been offered a long-term substitute teaching position from a PK–12 school district to begin during *weeks 13–16* of student teacher's clinical assignment.
- The TC has received a “meets expectations” or “exceeds expectations” consensus rating on the CPAST mid-progress evaluation.
- A written statement has been submitted by the TCs assigned UC 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.

Finishing the ST Experience

Surveys

The MDE requires an end-of-student-teaching survey that must be completed by the TC as a part of ST requirements. After graduation, CMU will survey teacher graduates to determine employment information and will send surveys to improve its program.

Grading the Teacher Candidate

Students will receive CR/NC for EDU 458/SPE 456/458 and a letter grade for EDU 432/ SPE 522/581. Both courses must be passed successfully (EDU 458 with “CR” and EDU 432 with C+ or better) in order to earn credit for either course. Five grades are possible for the ST field experience at Central Michigan University:

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

The UC assigns the grade based on the CFAST consensus scoring

Pre-Graduation Audit

TCs 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 989-774-7506.

The Job Hunt.

A great place to look for employment opportunities is [CMU's Career Development Center](#). Career Services has a page within the CMICH website so that students may revise, and polish resumes and upload them to this website. Resumes 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 for job openings in 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

The OEPP also has a [Teacher Candidate Resource](#) Center in Microsoft Teams, it will require your CMICH email to log in.



Additional **MATERIALS**



PROFESSIONALISM STANDARDS

for clinical experiences

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 following professional standards are guidelines for all clinical experiences across the program.

ELIGIBILITY FOR FIELD EXPERIENCES

Prior to entering any field experiences, the following criteria must be met:

- **ICHAT BACKGROUND CHECK:** Must be current (valid for one calendar year from the date it was run) and on file with the OEPP.
- **IDENTIFICATION BADGE:** Candidates receive a photo ID badge upon admission to the program. For the safety of PK-12 students, this must be worn at all times in the field. If you are not yet admitted to the teacher education program, you will check ID badge in/out with the OEPP in EHS 421.
- **COMPLETE REQUIRED MEETINGS:** Any required meetings or trainings must be completed for each field experience.
- **REVIEW CLINICAL HANDBOOK:** The Clinical Experiences handbook should be reviewed, along with all policies and procedures related to each specific field experience.
- **GPA REQUIREMENT:** A 2.8 cumulative GPA must be met prior to entering the field.

PROFESSIONAL DISPOSITIONS

All teacher candidates in the field must follow the EPP professional dispositions.

CMU TEACHERS ARE



ATTIRE

- Wear appropriate ID badge for all field experiences to identify your presence in the building.
- Attire should reflect the professionalism of the teaching profession.
- Dress appropriately to the classroom setting, to allow a full range of teaching techniques including sitting on the floor, leaning down next to desks, etc.
- Avoid clothing that is distracting to the learning environment (such as too revealing, offensive language, inappropriate designs/logos, etc.).
- Present yourself in a clean and professional manner. Clothing should be free of holes, tears, or rips.
- Wear comfortable yet professional shoes for an environment where you may be up and moving often.
- Review and follow the dress code policy of your placement building. Cooperating Teachers may send you home if you are not dressed appropriately for the school setting.

PROFESSIONAL CONDUCT

- Adhere to school/district rules, laws, OEPP policies and dispositions, and the MDE Code of Educator Conduct.
- Check in at the front office for every clinical experience to ensure the safety of PK-12 learners.
- Avoid discussion of your personal life with students, except when it may add to instruction. Students may have difficulty in interpreting your intentions and see you more as a peer than a teacher.
- Act as a teacher professional to all students.
- Keep student records and school/teacher concerns confidential; do not discuss with outside parties. Exposing confidential information is a breach of professional ethics and confidentiality laws.
- Follow school and classroom rules applying to technology and cell phone use.
- Ensure your social media accounts are appropriate and convey professionalism.
- Refrain from communicating with PK-12 students through social media and personal methods (texting, cell phone, personal email, etc.).
- Follow the guidelines outlined by the host school as it pertains to communicating with students.

COMMUNICATION

- Each interaction with host schools, CTs, students, and other educational stakeholders informs others of your communication and professionalism.
- Maintain professionalism in all communications - phone calls, texts, emails, and face-to-face conversations.
- Utilize a professionally structured email format that includes a greeting, body, and closing/signature.
- Have a professional (or standard) voicemail greeting and ensure your voice mail box is open and set up.
- Use proper grammar and spelling in written communications.
- Address the host teacher by their preferred title and have students refer to you by your last name to establish professional stature and respect from students in the classroom.
- Check messages and respond to all communications within a reasonable (24-48 hour) timeframe.
- Communicate in the CT's preferred method - texting with CT is only appropriate when given permission.
- Represent yourself, CMU, and the teacher education program in a positive way.

PRESENCE & PREPAREDNESS

- Arrive a few minutes early to the placement time.
- Prepare and bring all materials needed for the experience (i.e. notebook and writing utensil for observations, lesson plans and materials for teaching, etc.).
- Follow the schedule laid out for the experience. Schools rely on you to attend when you are scheduled.
- Engage actively in the classroom environment and maintain appropriate presence for the type of field experience.
- Ask questions when appropriate and proactively assist in any way possible.
- Keep devices (cell phones, tablets, laptops, smart watches, etc.) put away during the experience, except when they are explicitly aiding in instruction.
- When necessary, contact the CT or faculty to communicate any absence due to illness or emergency and determine an appropriate timeline for rescheduling the experience. This should be done by phone, as email may not always be checked in time.



STUDENT TEACHING PACING GUIDE

WEEK	Cooperating Teacher (CT) Actions	Teacher Candidate (TC) Actions
1-2	<div>Observe and Assist</div> <ul style="list-style-type: none"> Introduce teacher candidate to faculty and staff, offer TC to participate in PD and meetings as appropriate Communicate with families the addition of a Co-Teacher Determine the content to be taught Co-plan and share materials with the TC Collaborate with the TC to determine how co-teaching strategies will be used. Review co-teaching video here Develop a consistent schedule for providing feedback to teacher candidate and planning for instruction Provide a tentative daily class schedule to assist University Coordinators in scheduling observations 	<ul style="list-style-type: none"> Observe and assist Communicate and co-plan daily with CT Collaborate with the CT to determine how co-teaching strategies will be used in weeks 3 and 4 Build relationships within the school community Attend all meetings and professional development with the CT (for the duration of the experience). Create a calendar of seminar requirements to share with CT SPE TCs: begin collecting data for course assignments (access to IEPs, MET reports, behavior plans, academic achievement data, etc.)
3-4	<div>Co-Teaching</div> <ul style="list-style-type: none"> Communicate expectations and develop a consistent schedule for providing feedback to teacher candidate Determine the content to be taught Co-plan and share materials with the TC Begin adding responsibilities so the TC has experience planning and teaching each subject before full responsibility begins Engage teacher candidate in planning, organizing, and implementing lessons for small groups of students Begin to Invite TCs to sit in on Parent meetings and IEPs when appropriate 	<ul style="list-style-type: none"> Communicate and co-plan daily with CT Engage students in learning by trying out each co-teaching strategy at least twice with the CT Begin working with ancillary staff to support classroom learning Gradually assume responsibility for opening and closing activities (calendar, schedule, attendance, organization, bellwork/exit tickets, end-of-day routines). Approximately 20% of the day. Attend IEPs and Parent meetings to observe/listen where appropriate
5-6	<ul style="list-style-type: none"> Work with TC to determine the content to be taught Provide guidance regarding content and standards to be addressed Co-plan and co-teach with TC, support development of materials Actively participate in co-teaching relationship Begin adding responsibilities so the TC has experience planning and teaching each subject before full responsibility begins 	<ul style="list-style-type: none"> Work with CT to determine the content to be taught Co-plan with CT, begin developing own materials Continue practicing coteaching strategies 25% - 50% of the day Collaborate with ancillary staff to meet the needs of all students
7-8	<ul style="list-style-type: none"> Co-plan and Support TC in developing role as instructional lead Provide guidance regarding content and standards to be addressed Facilitate solo teaching 50% - 75% of the day Actively participate in co-teaching relationship Conduct informal observations of TC to provide feedback on their instruction, classroom management, organization, etc. Complete a Mid-Term Evaluation prior to the end of 8 weeks 	<ul style="list-style-type: none"> Work with CT to determine the content to be taught Co-plan with CT, begin developing own materials Plan and lead solo lessons 50% - 75% of the day Collaborate with ancillary staff to meet the needs of all students Communicate with families regarding student progress (phone calls, newsletters, P/T conferences, etc.) SPE TCs: attend at least one IEP meeting with the CT during weeks 7-10
9-10	<div>Lead Teach</div> <ul style="list-style-type: none"> Support TC in role as instructional lead- development of lessons, classroom management, etc. Facilitate solo teaching 75% - 100% of the day Provide guidance regarding content and standards to be addressed Conduct informal observations of TC to provide feedback on their instruction, classroom management, organization, etc. 	<ul style="list-style-type: none"> Determine the content to be taught Plan and lead solo lessons 75% - 100% of the day Collaborate with ancillary staff to meet the needs of all students Meet weekly with CT to discuss progress and engage in self-reflection Communicate with families regarding student progress (phone calls, newsletters, P/T conferences, etc.) SPE TCs: attend at least one IEP meeting with the CT during weeks 7-10
11-12	<ul style="list-style-type: none"> Support TC in role as instructional lead- development of lessons, classroom management, etc. Facilitate solo teaching 75% - 100% of the day Provide guidance regarding content and standards to be addressed Conduct informal observations of TC to provide feedback on their instruction, classroom management, organization, etc. 	<ul style="list-style-type: none"> Determine the content to be taught Plan and lead solo lessons 75% - 100% of the day Collaborate with ancillary staff to meet the needs of all students Meet weekly with CT to discuss progress and engage in self-reflection Communicate with families regarding student progress (phone calls, newsletters, P/T conferences, etc.)
13-14	<ul style="list-style-type: none"> Share the primary responsibilities of instructional lead Co-plan and co-teach: CT resumes teaching 50% of the day in Week 13 and 75% of the day by week 14 Provide guidance regarding content and standards to be addressed 	<ul style="list-style-type: none"> Share the primary responsibilities of instructional lead Continue co-planning and co-teaching: TC reduces teaching to 50% of the day in Week 13 and 25% of the day by week 14
15-16	<div>Observe and Assist</div> <ul style="list-style-type: none"> CT resumes instructional lead for full day Take back the primary responsibilities of instructional lead Provide feedback to the TC and UC via the final evaluation 	<ul style="list-style-type: none"> Return the primary responsibilities of instructional lead to the CT 100% Finish scoring any assessments and entering grades into grading system Ensure all materials have been returned to the building office Observe and assist, via additional classrooms as possible Complete finals surveys in SL&L and provide final feedback to UC SPE TCs: Conduct observations of other SPE programs within the district (1-day) Write a thank you note to administrators and your teaching partners