

Central Michigan University
Office of Educator Preparation Programs
Clinical Experiences Handbook
Teaching Elementary Grades
2026-2027

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COLLEGE OF EDUCATION &
HUMAN SERVICES

OFFICE OF EDUCATOR PREPARATION PROGRAMS

CENTRAL MICHIGAN UNIVERSITY

Our Office

Office of Educator Preparation Programs (OEPP) Clinical Experiences Team

Education and Human Services Building, Room 421

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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.

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.

Clinical Experiences Overview

This handbook establishes policies, procedures, expectations, and requirements governing Early Field Experiences (EFE), Pre-Student Teaching (PST), and Student Teaching (ST). It provides a consistent framework for clinical practice, professional conduct, candidate assessment, attendance, communication, and placement requirements while supporting high-quality partnerships between CMU and B-12 schools and programs.

This handbook supports compliance with:

- Central Michigan University policies and procedures;
- Requirements of the Michigan Department of Education (MDE);
- Standards of the Council for the Accreditation of Educator Preparation (CAEP); and
- Expectations of partnering B-12 schools and programs.

Diversity and Inclusive Practice

- The Educator Preparation Program is committed to preparing educators who effectively serve diverse learners and educational communities.
- Clinical experiences are designed to provide opportunities for candidates to engage with students from diverse cultural, linguistic, socioeconomic, geographic, and educational backgrounds in accordance with Michigan Department of Education clinical experience expectations.

All participants in clinical experiences are responsible for reviewing, understanding, and adhering to the policies and procedures outlined in this handbook. Failure to comply with handbook requirements may affect a candidate's eligibility, continuation, or successful completion of clinical experiences.

Supporting resources, policies, and documents are linked to this handbook. Students in OEPP clinical experiences are responsible for reviewing the linked material and will be held responsible for complying with all directives and policies within it. All material in the linked documents is incorporated into this handbook by reference.

Key Terms in this Handbook

A full glossary of key terms and acronyms is linked to this handbook [here](#).

Some of these terms merit special attention as you review this handbook:

Cooperating Teacher (CT): Classroom teacher assigned to assist and mentor a **TC (Teacher Candidate)** during field experiences. Also known as Mentor or Host Teacher.

Core Teaching Practices: The five Core Teaching 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

CPAST™: Candidate Preservice Assessment of Student Teaching; evaluation tool used with Elem/Sec/K-12 TCs.

Dispositions: TCs' professional attitudes, values, and beliefs as demonstrated to students, families, colleagues, and community in the learning process and the teaching profession.

Dispositions Referral: Documentation filed by faculty, advisors, staff, or UCs concerning a TC's adherence to the professional dispositions. The Referral to the OEPP may result in documentation only or an Action Plan to provide additional support to the TC.

GoReact: An online formative assessment software resource used to review the developing skills of TCs on video. GoReact is used during Student Teaching and key courses for microteaching assignments and video observations.

Placement: The assignment of a school program and a designated mentor for the TC for a clinical experience. The OEPP makes placements in compliance with affiliation agreements and in cooperation with the school's designated administrator.

Pre-Student Teaching (PST): These experiences are 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 Experiences must be completed successfully prior to Student Teaching.

SL&L: Student Learning & Licensure (SL&L) is a Watermark system used to collect key assignments and evaluate performance throughout the Teacher Candidate (TC)'s PST and student teaching experiences.

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

Student Teaching Consensus Meeting: This occurs after the mid- and final evaluation using the CPAST. The Teacher Candidate conferences with the UC and the CT. The participants discuss the TC's progress and come to a consensus score on elements in the scoring rubric.

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 OEPP. 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. UCs work collaboratively with schools and are experts in the field of education.

For additional terms and details, please refer to the glossary in the appendices, linked here:

[Glossary of Key Terms](#)

General Policies for OEPP Clinical Experiences

Participation in clinical experiences is contingent upon compliance with program requirements, university policies, placement-site expectations, and all other eligibility requirements established by the OEPP.

GPA: TCs must have a minimum 2.8 cumulative GPA to enroll in PST or ST. Other clinical experiences may have departmental GPA requirements or prerequisites.

Bloodborne Pathogens (BBPs) Review: Prior to entering the classroom, TCs must complete a review of BBP safety measures. This self-paced, online presentation provides an awareness of BBPs, common modes of transmission, prevention, and other pertinent information.

Policy Agreements: Prior to any clinical experience overseen by the OEPP, students must review, sign, and submit an updated policy agreement form. The OEPP will notify candidates when the policy agreement is available prior to each semester.

ICHATs: An ICHAT is the criminal history check provided by the Michigan State Police. It shows all publicly available criminal records for a person. All TCs must submit a current (less than 30 days old) ICHAT:

- Prior to their first OEPP clinical experience and
- As part of their pre-student teaching application.

Each semester before starting clinical experiences, TCs must sign an attestation in the policy agreement that they have not had any changes in criminal history since their last ICHAT.

More details about obtaining an ICHAT and how to submit it to the OEPP are available in the appendices, located at this link: [ICHAT](#)

Students in clinical experiences are also required to comply with all background check requirements of their placement sites and will be responsible for any expenses related to those requirements.

Medical and Recreational Marijuana: Under [MCL 333.26427\(b\)\(2\)\(B\)](#), a person cannot possess or otherwise engage in the medical use of marijuana on school grounds (all grade levels). 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 is otherwise able to possess and use marijuana legally, a candidate may not possess or use marijuana on the CMU campus or while participating in a CMU program, including any clinical experience.

Professionalism Standards & Dispositions

Central Michigan University prepares TCs with the knowledge, skills, and dispositions needed to positively impact student learning. TCs are expected to demonstrate professionalism throughout all clinical experiences and into certification and B-12 employment. Faculty have identified five key dispositions (see graphic below) that are essential to effective teaching and professional growth. TCs are responsible for reading and complying with the [EPP Teacher Candidate Dispositions Handbook](#) linked [here](#).



Together, these attributes illustrate the professional dispositions and leadership qualities expected of CMU TCs. Candidates who do not meet these expectations may be referred to the OEPP for remediation and/or an action plan.

- When concerns related to performance, professionalism, or dispositions arise, the OEPP staff, UCs, and/or Faculty may implement an action plan to provide structured support, intervention, monitoring, and evaluation.
- A blank copy of an Action Plan is located here: [26-27 Blank Action Plan](#)
- Failure to successfully complete an action plan may result in additional requirements, removal from a placement, course consequences, or other actions as determined by the OEPP.
- More information about action plans is contained in the [EPP Teacher Candidate Dispositions Handbook](#).

Examples of demonstration of professional dispositions are provided in the appendices, linked here: [Dispositions](#)

Early Field Experiences (EFE) and Pre-Student Teaching (PST) Teaching Elementary Grades

Eligibility for EFE and PST

To participate in an EFE or PST clinical experience, TCs must:

- Meet all course-specific eligibility requirements.
- Maintain required program eligibility standards.
- Submit required background screening documentation (ICHAT).
- Complete all required policy reviews and agree to follow OEPP policies.
- Obtain and wear a CMU Teacher Education identification badge.
- Comply with university, OEPP, and placement-site expectations.
- Complete clinical hours within the semester the course is taken.

To remain eligible to participate in EFEs or PST, TCs must respond to requests for information and comply with submission deadlines of the OEPP. To that end, please review the [Progressive Clinical Eligibility Compliance Process](#) that follows. TCs will be responsible for submitting information to the OEPP and responding to requests from the OEPP in a timely manner according to this process.

Progressive Clinical Eligibility Compliance Process

Step 1: Eligibility Notification

Candidates will receive written notification by email identifying required eligibility items, submission procedures, and applicable deadlines. “Eligibility items” include but are not limited to applications, policy agreements, ICHATs, and responses to specific OEPP inquiries.

Step 2: Non-Compliance Warning

Candidates who fail to complete required eligibility items by the published deadline will receive a written warning by email identifying outstanding requirements and a revised deadline for compliance. The warning will indicate that continued non-compliance may result in suspension of clinical placement activities and a Professional Dispositions Referral.

Step 3: Final Notice, Suspension, and Professional Dispositions Referral Candidates who remain non-compliant after the warning period will receive a final written notice by email.

Upon issuance of the final notice:

- Clinical placement eligibility is suspended until all requirements have been completed and approved by the OEPP.
- Placement assignments may be delayed, cancelled, withdrawn, or reassigned based on district availability and program needs.
- A Professional Dispositions Referral may be submitted.
- Candidates may be removed from eligibility for the current placement cycle.

Extenuating Circumstances

Candidates experiencing circumstances that may prevent timely completion of eligibility requirements should contact the OEPP as soon as possible and prior to established deadlines whenever feasible. The OEPP reserves the right to review documented extenuating circumstances on a case-by-case basis.

Reinstatement

Candidates may regain eligibility upon completion and approval of all required eligibility requirements. Reinstatement is subject to placement availability and does not guarantee placement within the current semester or placement cycle. Delayed progression through the Teacher Education Program may result.

Attendance and Absences

Attendance

- TCs are expected to attend all scheduled placement days, arrive on time, and complete all required clinical hours.
- Required attendance information and documentation must be submitted according to established procedures for the course.
- Weather-related attendance expectations will follow university guidance and placement-site requirements.
- Candidates enrolled in multiple courses with clinical requirements may complete placements at the same site when approved; however, clinical hours may not be counted toward more than one course requirement.
- Placement assignments are final upon approval by the OEPP and participating PK–12 partner.

Absences

- TCs are responsible for notifying the Cooperating Teacher and, when appropriate, the Assistant Director of any absence as soon as possible.
- Missed clinical hours must be completed in consultation with the Cooperating Teacher and course instructor, as applicable.
- Repeated absences, excessive tardiness, failure to communicate absences, or failure to complete required clinical hours may result in a meeting with the Assistant Director of Clinical Experiences and may lead to a Professional Dispositions Referral, Action Plan, or other interventions as determined by the Office of Educator Preparation Programs (OEPP).
- Failure to successfully complete required clinical hours, course requirements, or placement expectations may result in unsuccessful completion of the clinical experience and may require the TC to repeat the course before progressing to subsequent clinical experiences or Student Teaching.

Early Field Experiences (EFE) Teaching Elementary Grades

Purpose

Early Field Experiences (EFEs) provide TCs with structured opportunities to engage with PK–12 students, educators, and educational settings prior to Pre-Student Teaching and Student Teaching. EFEs support the connection between coursework and practice through observations, instructional support, tutoring, and other approved clinical activities.

EFE Courses

Course Number	Required Clinical Hours
ART 345	5
EDU 533	25
ENG 316	20
HPE 310	5
HSC 343	5
MUS 330	5

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) Teaching Elementary Grades

Purpose

Pre-Student Teaching (PST) is a supervised clinical experience that provides TCs with opportunities to apply instructional knowledge, assessment practices, classroom management strategies, and professional responsibilities within a PK–12 classroom setting. PST serves as the bridge between educator preparation coursework and Student Teaching. Successful completion of PST is required prior to Student Teaching.

PST Courses

Major	HDF 409	EDU 380	EDU 381	SPE 324
PK-3	X	X		
PK-3 w/SPE	X	X		X
3-6		X	X	
3-6 w/SPE		X	X	X
PK-6		X	X	

- EDU 380 – Math and Literacy Methods
- EDU 381 – Science and Social Studies Methods
- HDF 409 – Lead Teaching in Early Childhood
- SPE 324 – Special Education Classroom-Based Assessment

Assessment and Evaluation

Ongoing Feedback

TCs receive ongoing formative feedback from the Cooperating Teacher, and course instructor throughout the clinical experience.

Dispositions Assessment

A dispositions assessment is completed between Weeks 4–6 of the placement through Student Learning & Licensure (SL&L) by both the TC and Cooperating Teacher.

Final Evaluation

At the conclusion of PST, TCs and Cooperating Teachers complete a summative evaluation through Student Learning & Licensure (SL&L). The evaluation is aligned with the InTASC Standards and assesses performance in the following areas:

- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities

Student Teaching (ST)

Teaching Elementary Grades

Student Teaching (ST) usually takes place in the last semester of the Teacher Education Program. In the OEPP, planning begins two semesters before the ST semester.

Steps in Preparing to Student Teach:

Two semesters before ST:

- You will receive and complete an “Intent to Student Teach” form sent by the OEPP.
- The OEPP and your department will determine if you are eligible to move forward in the process.
- The OEPP will notify you if you are eligible to apply to student teach and will invite you to a Student Teaching Application Meeting.

One semester before ST:

- You will attend a mandatory Student Teaching Application Meeting in either September or January.
- You will complete the Student Teaching Application in Student Learning & Licensure (SL&L).
- The OEPP will assign you to a University Coordinator (UC) who will work with you to locate a placement for student teaching.
- You will interview with the proposed Cooperating Teacher (CT) and administrator at the school. A [Site Visitation Form](#) is used to collect information.
- If the UC determines the placement is a good fit and meets your needs, the UC will confirm the placement with the OEPP.
- After grades post for the semester preceding your student teaching, you will receive a letter informing you if you are approved to enter the field as scheduled.
- You will attend a mandatory Student Teaching Academy during the week before exams.

Where May I Student Teach?

On-Campus Students:

Every effort will be made to place TCs within a 60-mile radius of campus or the TC's residence.

- On-Campus TCs may choose to return to their permanent residence to student teach.
- Students who have a permanent residence outside Michigan may return home under certain circumstances, but there will be additional fees for out-of-state supervision. Out-of-state requests should be directed to the Associate Director.

Online Students:

Every effort will be made to place students within 60 miles of the location where the student will be living while student teaching.

Guidelines for Placements:

- TCs may not pursue their own placements. All communications with the school or teachers must be by the OEPP until placement is confirmed.
- TCs will not be placed in the high school from which they graduated except by written request of the school principal or superintendent and approval by the Associate Director.
- TCs will not be placed in schools or districts where relatives attend as students or are members of the school staff except by written request of the school principal or superintendent and approval by the Associate Director.
- TCs will not be placed in classrooms where relatives are students, teachers, or paraprofessionals under any circumstances, with no exceptions.
- Once a placement is confirmed by the UC to the OEPP, the placement is final and will not be changed other than in emergency situations and by request of the UC and approval of the Associate Director.
- The TC is responsible for obtaining any additional background checks or clearances required by the host district and is responsible for those expenses.

Appeals of Placements

- All TC appeals related to ST placements will be addressed by the Associate Director after the TC has interviewed with their assigned UC and completed the site visit.
- If a TC disagrees with the placement made by the UC and a compromise cannot be reached, the TC may submit a request in writing for changing placement to the Associate Director. The written request must be submitted no later than one week after the site visit.
- The Associate Director will meet with the TC and UC to resolve the issue.
- The decision of the Associate Director for Clinical Experiences is final.

Placement Changes After Student Teaching Begins

- If a TC's placement becomes unsustainable after student teaching begins through no fault of the TC, the Associate Director and the UC will meet with the TC to discuss options for alternative placement.
- In most cases, a new placement can be achieved, but it may require the extension of the student teaching experience by the TC to fulfill the MDE hours requirement and course requirements.
- The OEPP will handle these circumstances on a case-by-case basis.

Dates and Timelines

Start Dates

- Fall ST begins on the first teacher workday after the summer break.
- Spring ST begins on the first day back for teachers after their holiday break.

Length

- Student teaching lasts 16 weeks with full school days.
- Elementary, Secondary, and K-12 TCs may apply for early release after 12 weeks of student teaching under some limited circumstances. Please contact your UC for more information.

Attendance and Absences

TCs shall:

- Be at their assigned placement every day according to the host school's calendar.
- Arrive by the teacher report time each morning and remain until the teacher release time in the afternoon.
- Notify the CT by phone or text prior to the school day about unexpected absences due to illness or injury. Do not use email for this notification due to possible delay in receipt. Also notify the UC within 24 hours by email and note the absence in SL&L.
- Remain on the school grounds during the day unless accompanying the CT and students on a field trip off-site.
- Make the CT aware of the Seminar schedule and prepare lessons for the CT to use in your absence.
- Follow the CT's lead regarding closures or delays related to weather, P/T conferences, inservice days, and other schedule changes. Do whatever your CT does – If they report to work, so do you.
- Attend the mandatory Teacher Candidate Conference on campus (Fall 2026: October 16; Spring 2027: TBD)
- Follow the host district's calendar during student teaching, not the CMU calendar. Any breaks are taken according to the host's calendar, not CMU's break schedule.

TCs shall not:

- Be late to arrive at school or leave before the teacher release time.
 - One unexcused absence or two late arrivals or early departures without UC permission will require a meeting between TC and UC and a possible action plan.
 - Additional absences or tardies will require a meeting by the TC, UC, and Associate Director, and may result in an action plan, removal from the field, extension of student teaching, or referral to the EPP Committee.
- Transport students in either school or personal vehicles.
- Be absent from placement for personal days, vacation days, CMU breaks, or other reasons unrelated to illness, injury, or family emergency. Any absences are to be noted in SL&L.

Allowed Absences

- TCs are allotted four emergency absence days, to be used only for illness, serious injury, or family emergency.
 - These are not “free” days and may only be used for the designated purposes.
 - Any emergency absences (over the four allotted) must be made up in the field.
- TCs may use one day for professional development (PD) during the semester.
 - Examples of PD: educational seminars or conferences, MTTC prep or testing, graduate school interviews, job interviews.
 - The PD day must be approved by the UC and CT at least two weeks in advance, and the TC must prepare lessons for the CT to use during that day.
 - The Teacher Candidate Conference does not count against the one PD day.
- More than 15 days of absences for any reason will result in No Credit and will require that student teaching be repeated.

Observations and Evaluations

Classroom Observations

During student teaching, TCs will be observed in the classroom and provided feedback by their CTs and UCs.

- Number of Observations: 4 (2 in person, 2 virtual/recorded)
- Virtual (video-recorded) observations are uploaded by the TC to GoReact and are reviewed by the UC in GoReact with commentary and markers to indicate Core Teaching Practices and InTASC standards that are demonstrated.

Evaluations

- Evaluations will be completed using the Candidate Preservice Assessment of Student Teaching (CPAST). General information about the CPAST may be found at this link: [CPAST Basics](#)
- Evaluations with the CPAST include an Introductory Protocol Meeting, a Mid-Term Three-Way Conference, and a Final Three-Way Conference.
 - Protocol Meeting: Review CPAST form, expectations; set up a time for the mid-term meeting
 - Mid-Term Conference: UC, CT, and TC meet to identify strengths and areas to work on during the rest of the semester; schedule the final conference
 - Final Conference: UC, CT, and TC meet to identify strengths and areas to work on during the rest of the semester; schedule the final conference
- Scoring Levels on the CPAST
 - Exceeds expectations
 - Meets expectations
 - Emerging
 - Does not meet expectations

Weekly Reflections:

- Minimum 10, more at UC discretion
- Completed by the TC in SL&L as they reflect on the prior week's experiences
- Reviewed by the UC to provide support and feedback
- NOT visible to the CT in SL&L

TCs will receive more detailed information about observations and evaluations at the Student Teaching Application Meeting and at Student Teaching Academy.

TCs will receive information on the CCAST instrument at the Protocol Meeting during the first weeks of student teaching. Please direct any questions about the CCAST process to your UC.

At the End of Student Teaching

Clinical Grade

TCs will receive Credit or No Credit for EDU 458/SPE 458 (Clinical). The possible grades for the student teaching clinical are:

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

Seminar Grade

TCs will receive a letter grade for EDU 432/SPE 522 (Seminar).

- TCs must pass Seminar with at least a C+ in order to successfully complete student teaching.
- If a TC passes just one of the two student teaching courses (i.e., either seminar or clinical), the TC *may* not have to repeat the course that was passed. TCs should consult with their academic advisor if they are in this situation to determine the best path forward.

Early Release

TCs in EDU 458 and SPE 458 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. TCs who believe they may be eligible for early release should contact their UCs for more information.

Substitute Teaching

Substitute teaching by TCs is allowed under certain conditions. Please review the information at this link for requirements and procedures related to substitute teaching while student teaching: [Substitute Teaching during SPE 458 and EDU 458](#)

Long-Term Subbing

When a TC is considering a job offer as a long-term substitute while student teaching, but not as an early release, there are some differences in the requirements. Any TC considering such a job offer should contact their UC for guidance before accepting the offer.

After Student Teaching

Surveys

The MDE requires an end-of-student-teaching survey that must be completed by the TC, CT, and UC 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.

Pre-Graduation Audit

TCs should regularly check 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 academic 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.

- TCs may revise and polish their resumes and upload them to this website. TCs 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 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

Teacher Candidate Resource Center (Microsoft Teams): [Teacher Job Board](#)

Appendices

[OEPP Contact List](#)

[Glossary of Terms](#)

[OEPP Policy on Criminal Background Checks and ICHATs](#)

[Demonstrating Professional Dispositions](#)

[Student Teaching Pacing Guide](#)

[SL&L Login Instructions](#)

Office of Educator Preparation Programs (OEPP) Contacts

Location:

421 EHS Building

989-774-3309

CMUEdClinical@cmich.edu

Key Clinical Contacts:

Director of the OEPP: Dr. Jillian Davidson, david1jf@cmich.edu

Associate Director for Clinical Experiences: Dr. Linda Weiss, weiss1ls@cmich.edu

Assistant Director for Early Childhood Field Experiences: Susan Wassman, theue1sa@cmich.edu

Assistant Director for Elementary Field Experiences: Dr. Amanda Cornwell, cornw2a@cmich.edu

Assistant Director for Secondary and K-12 Field Experiences: Julie Croy, croy1j@cmich.edu

Administrative Office Assistant III - Student Teaching: Becky Bernthal, mcdon1rs@cmich.edu

Administrative Office Assistant II - Early Field/Pre-Student Teaching: Stephanie Foote, foote1sa@cmich.edu

Administrative Office Assistant III - SL&L Support: CMUEdPrep@cmich.edu

KEY TERMS

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.

CEHS: College of Education and Human Services; home of the Teacher Education Program and the OEPP.

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 [Code of Educational Ethics](#)

Cooperating Teacher (CT): Classroom teacher assigned to assist and mentor a TC during field experiences. Also known as Mentor or Host Teacher.

Core Teaching 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. The five Core Teaching 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 about Core Teaching Practices: [Michigan Core Teaching Practices](#)

CPAST™: Candidate Preservice Assessment of Student Teaching; evaluation tool used with Elem/Sec/K-12 TCs.

Dispositions: TC's 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.

Dispositions Referral: Documentation filed by faculty, advisors, or UCs concerning a TC's adherence to the professional dispositions. The Referral to the OEPP may result in either documentation only or an Action Plan to provide additional support to the TC.

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.

Educator Preparation Program (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 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 and key courses 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 B-12 student reaches the goal of being ready to enter college or the workforce in today's world.

More information and a full description of each InTASC standard can be accessed through the Council of Chief State School Offices website at [InTASC Standards](#)

Office of Educator Preparation Programs (OEPP):

The OEPP office is located in the College of Education and Human Services, Room 421 (EHS 421). The OEPP provides services including:

- Placing students in all types of educational field experience placements
- Nurturing partnerships throughout the educational community
- Handling the admission process for Teacher Education
- Providing assistance related to graduation requirements and certification issues, including the MTTC

For information, visit the [Educator Preparation Programs](#) website. For more information on clinical experiences or other services, please call (989) 774-3309

Placement: The assignment of a school program and a designated mentor for the TC for a clinical experience. The OEPP makes placements in compliance with affiliation agreements and in cooperation with the school's designated administrator. **TCs are NOT allowed to seek their own field placements. All contacts must come from the OEPP.**

Pre-Student Teaching (PST): These experiences are 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 Experiences must be completed successfully prior to Student Teaching.

SL&L: Student Learning & Licensure (SL&L) is a Watermark system used to collect key assignments and evaluate performance throughout the Teacher Candidate (TC)'s PST and student teaching experiences.

Student Log: A log of hours completed to represent the number of hours the Teacher Candidate (TC) attended their placement. Minimum hours for the specific program must be met.

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

Student Teaching Consensus Meeting: This occurs after the mid- and final evaluation using the CFAST. The Teacher Candidate conferences with the UC and the CT. The participants discuss the TC's progress and come to a consensus score on elements in the scoring rubric.

Student Teaching Pre-Placement Interview: Meeting between the TC and UC where the desired student teaching placement is discussed. 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.

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.

OEPP Policy Regarding Criminal History and Background Checks

Students who are enrolled in clinical experiences through the OEPP must submit an ICHAT or equivalent background check* at a minimum of two points in their program.

1. Prior to beginning the first clinical experience that is overseen by the OEPP, and
2. As part of their Pre-Student Teaching Application

The ICHAT will be considered “current” if dated within 30 days of submission to the OEPP. In other words, when you upload it to SL&L, it must be no more than 30 days old.

* Examples of “equivalent” reports: [Michigan LARA Child Care Background Checks](#), Comprehensive Criminal Background Check (with [fingerprinting](#)), similar reports from other states for out-of-state online students.

ICHAT Information

- Instructions on how to obtain an ICHAT are located here: [ICHAT Instructions](#)
- Michigan State Police ICHAT Website: [Michigan State Police website](#)

The fee is \$10.00, payable to the Michigan State Police through their website.

IMPORTANT - After you run your ICHAT, save a copy as a .pdf document. The ICHAT website will delete your report after 7 days. If you do not save the ICHAT and then need it again after 7 days, you will have to pay to run another report.

If you need additional assistance, please contact Stephanie Foote at foote1sa@cmich.edu.

Attestations in Subsequent Semesters

Students will be required to attest (confirm) in each semester’s clinical experiences policy agreement that they have had no changes in their criminal history since their last ICHAT. Any students with changes will be required to meet with the Associate Director for Clinical Experiences prior to re-entering the field.

Ongoing Self-Disclosure

Students will also be required to disclose any changes in their criminal history within 2 business days of the event (e.g., arrest, incarceration, charges). Any changes will require a meeting with the Associate Director for Clinical Experiences prior to re-entering the field.

- Depending on the nature of the charges and whether the criminal case is pending, the student may be allowed to return to the field and make up any missed clinical hours or the student may be required to retake the clinical course at such time that the student no longer has an open court case.
- Decisions regarding whether and when a student may return to the field will be made by the Associate Director for Clinical Experiences after consultation with the student and in compliance with this policy.

Host Site Requirements

Students in clinical experiences are also required to comply with all background check requirements of their placement sites and will be responsible for any expenses related to those requirements.

Examples of Demonstrating Professional Dispositions

These examples are not all-inclusive but are intended as general examples of dispositional expectations. Please review the EPP [Teacher Candidate Dispositions Handbook](#) carefully. TCs are responsible for reading and following the guidance in the Dispositions Handbook.

Professional Appearance

- TCs are expected to maintain professional appearance and grooming standards consistent with the expectations of the placement site and the teaching profession.
- Professional attire is generally defined as business casual unless otherwise directed by the placement site.

Identification Badges

- TCs must wear a CMU-issued Teacher Education identification badge during all clinical experiences.

Academic Integrity

- TCs are expected to uphold the principles of academic integrity and professional ethics in all academic and clinical activities.
- All work submitted must represent the candidate's own efforts and comply with university, program, and professional standards.
- Academic dishonesty, including cheating, plagiarism, fabrication, falsification, or other unethical conduct, is prohibited and may result in university and program consequences.

Confidentiality

- TCs must maintain the confidentiality of students, families, school personnel, and educational records at all times.
- Student information, images, recordings, and educational records may not be shared outside legitimate educational purposes or in violation of school, district, state, or federal requirements. TCs must obtain parental consent through their school's normal procedures before recording or photographing any students.
- TCs should familiarize themselves with [FERPA](#) regulations and comply with them.

Technology and Social Media

- TCs are expected to use technology and social media in a professional and responsible manner. Candidates shall not:
 - Post information, images, or recordings related to students or placements on personal social media accounts.
 - Communicate with PK–12 students through personal social media platforms.
 - Use personal electronic devices during instructional responsibilities except when authorized for educational purposes or emergencies.
- At no time should TCs have their smartphones or similar devices out while they are working with students or CTs in their placements unless they are being actively used for instructional purposes (e.g., video recording lessons for evaluation).
- All devices should be muted.
- Any use for instructional (e.g., recording lessons) or emergency purposes must be approved in advance by the Assistant Director/University Coordinator and the host teacher.

ATTIRE	CONDUCT
• 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.	• 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	PRESENCE & PREPAREDNESS
• 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.	• 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	- 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	- 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	- 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	- 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	- 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	- 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	- 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	- 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	- 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.	- 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	- 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.	- 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	- 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	- 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	- 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	- 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 final surveys in Taskstream 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

SL&L Log-In Instructions

1. Navigate to sll.watermarkinsights.com using Google Chrome or Firefox.
2. Enter your CMU Email Address and Password.
 - If this is your first time logging in, use the temporary password provided to you.
 - If password is forgotten, click [Forgot Password?](#) to reset* it.

*Password reset emails are sent from no-reply@watermarkinsights.com. If you don't receive the reset email soon, please check your spam/junk folders.

3. Review and accept the End-User License Agreement. This is a one-time requirement.

4. Create a new password by entering your Temporary Password and then your New Password*

Reset Password

Fields marked with * are required.

RESET

Password Details

Current Password*

This is the temporary password provided to you.

New Password*

Password must be at least 12 characters and include:

- a lowercase letter
- an uppercase letter
- a number

Confirm New Password*

*Passwords must be at least 12 characters using a mix of uppercase and lowercase letters and at least one numeral.