

Early Childhood

(B-K, B-3, ECDL majors)

Clinical Experiences

HANDBOOK

2024 -2025



COLLEGE OF EDUCATION
& HUMAN SERVICES

**OFFICE OF
EDUCATOR
PREPARATION
PROGRAMS**

CENTRAL MICHIGAN
UNIVERSITY

LETTER FROM THE DIRECTOR

Esteemed Partners, Teacher Candidates, and Colleagues,

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

We are grateful to our Cooperating Teachers, B-12 schools, principals, and child care directors who readily open their doors to CMU Teacher Education Candidates. Our Teacher Candidates are incredibly fortunate to be placed in environments that foster a co-teaching philosophy. CMU knows that the partnership it has with schools in the region is a critical component of its program. The CMU Teacher Education program would not function without the continued support and collaboration of school districts.

This handbook is designed to meet the needs of students in early childhood clinical experience courses, Cooperating Teachers, and university staff and instructors. This handbook describes the components of the CMU Office of Educator Preparation Programs (OEPP) in detail so all stakeholders are aware of policies and procedures. The information includes a general timeline of expectations related to the clinical experiences and the documentation required by the OEPP at Central Michigan University. This handbook is subject to change to meet State compliance standards and University program needs.

We hope that your experiences will be rewarding. CMU welcomes feedback regarding its Teacher Education Program. If you should have any issues, please do not hesitate to contact us as soon as possible.

Fire up!



Jillian F. Davidson, Ph.D.

**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 faculty advisor(s) and their academic advisor in the OEPP.
- **Monitor CMICH email daily.** Email is how OEPP will notify candidates of upcoming dates and responsibilities. TCs are encouraged to pay close attention to their [cmich email](#) and maintain an accurate calendar of upcoming deadlines.
- **Review the Handbook.** 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.
- **Consider 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](#).
- **Meet deadlines.** Missing due dates can result in a delay in a TC's progress.

Attendance, Dress Code & 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 Taskstream, 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. **B-K/B-3 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.

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](#)



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, in order 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.pdf](#).

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.

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 shall 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.

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.

Use of personal technology in the field

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

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



Action Plans

If instructional or dispositional issues arise in the classroom during a clinical experience, the onsite Clinical Faculty (Cooperating Teacher [CT], CMU faculty, and/or University Coordinator [UC]) 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 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 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/PK-12).

After the request is reviewed by the Assistant Director:

1. A written Action Plan is developed with input from the 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 goals.
2. The signed Action Plan is submitted to the OEPP, and copies of the signed plan are provided to the CT, TC, and appropriate OEPP contact
3. 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.
4. At the end of the term, if the goals of the Action Plan have not been met, the Director of Clinical Experiences will meet with the 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 Director of Clinical Experiences.

Legal Issues

Criminal Charges or Convictions

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.** 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 to represent the number of hours the Teacher Candidate (TC) attended their placement. Minimum hours, days, and weeks for the specific program must be met.

Code of Educational Ethics: The Michigan Department of Education has identified five areas of educator responsibility:

1. Responsibility to the Profession;
2. Responsibility for Professional Competence;
3. Responsibility to Students;
4. Responsibility to the School Community;
5. Responsible and Ethical Use of Technology.

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

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

More information related to all 19 Core Practices can be found 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 teacher candidates' professional attitudes, values, and beliefs as demonstrated to students, families, colleagues, and community in the learning process and the teaching profession. CMU's EPPs seek to create an atmosphere in which Teacher Candidate (TC)s are not only taught the value of such dispositions, but also understand the necessity of living out these attitudes, values, and beliefs in all endeavors –professional and otherwise–in order to maximize B-12 student learning and success.

Diversity: Candidates are expected to experience education through a cohesive and diverse set of clinical experiences. The course-embedded, clinical experiences candidates complete during their educator preparation courses will meet the expectations set forward by the Michigan Department of Education for teacher preparation in the Clinical Experiences Requirements document. The Clinical Experiences Staff will support students in the documentation of their clinical experiences including the diversity represented in their placements to meet the requirements of the Michigan Department of Education.

Educator Preparation 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 Educator Preparation Program is recognized by Central Michigan University as one of many components in the University structure.

GoReact: A software application that is an online formative assessment resource to review the developing skills of Teacher Candidate (TC)s on video. GoReact is used during Student Teaching for microteaching assignments and video observations.

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

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

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) or for information on student services call (989-774-3309).

Placement: The placement refers to the assignment of a cooperating teacher (CT) as the assigned mentor to the teacher candidate 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. **Teacher Candidate (TC)s are NOT allowed to seek field placements and doing so may jeopardize their status in the teacher education program.**

Pre-Student Teaching Field Experience: This experience is offered in conjunction with teacher education methods courses. The Teacher Candidate (TC) in Pre-Student Teaching is required to apply theories and ideas from the methods classes in a real classroom setting. The Pre-Student Teaching Field Experience must be completed successfully prior to Student Teaching. The Pre-Student Teaching course for B-K majors is HDF 409. It may not be taken in the same semester as Student Teaching (SPE 558).

School District Agreement (Affiliation Agreement):

Agreement between Central Michigan University and the schools’ governance boards, which specifies conditions for all clinical experiences. All schools where Teacher Candidate (TC)s are placed must have a signed affiliation agreement with CMU.

Student Teaching Academy: The Student Teaching Academy is a mandatory meeting for all Teacher Candidate (TC)s preparing to enter student teaching the following semester. The academy includes a review of information critical for all student teachers. The meeting is held virtually for B-K/B-3 majors.

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

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

Taskstream™: Taskstream 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.*

University Coordinator (UC): A faculty member--usually a retired K-12 teacher or administrator--working through the OEPP of Central Michigan University. The UC is the primary liaison between CMU, the TC, and the CT during student teaching. The UC observes the Teacher Candidate (TC) at least four times (virtually) through lesson recordings uploaded to Go React, provides feedback, and evaluates the TC. The UCs work collaboratively with schools and are experts in the field of education.

*Beginning in 2024-2025, a new platform by Watermark™, the parent company of Taskstream™, will be utilized with some classes. More information regarding Student Learning and Licensure™ (SL&L) will be provided as it comes online.

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

Early Childhood

CLINICAL EXPERIENCES

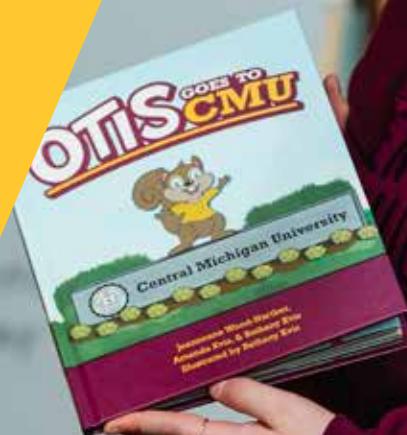
Overview

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

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

Students working toward B-K or B-3 teacher certification also complete:

- Lead teaching in an early childhood classroom during the semester before graduation.
- A **clinical apprenticeship** (Pre-Student Teaching - HDF 409).
- A **clinical internship** (Student Teaching - SPE 558).
- EC field experiences are included throughout the entire teacher education program to meet the 600-hour requirement in clinical preparation from the Michigan Department of Education.



Fieldwork Requirements

Students enrolled in a course with an EC field experience must:

- Complete and submit all paperwork required by the Office of Educator Preparation Programs (OEPP) in a timely manner.
- Have a valid (less than 1 year old) ICHAT or equivalent employer background check on file with the OEPP.
- Submit a signed agreement to adhere to all policies and procedures set forth for the experience and the OEPP at CMU.
- Obtain and wear a CMU identification badge at all times in the field. On-campus students should pick up their badge in EHS 421. Online students will be emailed their badges to print out and put in a plastic holder.
- Receive OEPP approval to begin the field experience.

Note: This process is repeated for each semester the student is enrolled in an early childhood field experience.

CMU's Early Childhood degree programs are accredited by the National Association for Education of Young Children (NAEYC) and incorporate the [NAEYC Code of Ethical Conduct and Statement of Commitment](#).

Certification Options

Unlike some other education degrees, the Early Childhood degree programs include options leading to state teacher certification (B-K, B-3) and not leading to certification (ECDL). Some of the courses for each degree option are the same, but there are some differences in the PST and ST phases.

For **students seeking Michigan Teacher Certification following graduation**, the Early Childhood Apprenticeship (pre-student teaching) course is HDF 409, Lead Teaching in Early Childhood. The Internship (student teaching) includes SPE 557, [Early Childhood Special Education Seminar](#), and SPE 558, [Early Childhood Special Education Clinical Experience](#).

For **students not seeking Michigan Teacher Certification**, the early childhood student teaching course is HDF 409, [Lead Teaching in Early Childhood](#).



» Early Childhood Degree Options

With Teacher Certification	Without Teacher Certification
Teaching Grades B–K with SPE (B-K)	Early Childhood Development and Learning (ECDL)
Teaching Grades B–3 with SPE (B-3)	

» Courses with EC Field Experiences

Course #	Course Name	Clinical Hours	Age Range	Type of Experience
HDF 301#	Infant Toddler Practicum	28/56/84	Birth up to but not including age 3	Interaction
HDF 303#	Early Childhood Development	25	3 – 8 years	Observation
HDF 360	Integration of Content in Early Childhood Through Play	30	Birth – 5 years	Interaction
HDF 400	Developmental Assessment of Children	10	Birth – 5 years	Interaction
HDF 401	Quantitative Methods in Childhood Assessment	10	Birth – 5 years	Interaction
HDF 402#	Guidance for Young Children	52	3 – 5 years	Interaction
HDF 409#	Lead Teaching in Early Childhood	168	3 – 5 years	Interaction
SPE 558* #	Early Childhood Special Education Clinical Experience	300	3 – 6 years, at least 2 children on IEP	Interaction

* For Teacher Certification only

Placement managed by the OEPP; other fieldwork is arranged through the course instructor.

All online courses in the B-K/B-3 Programs are 12 weeks in length.

Pre-Student TEACHING

ECDL: HDF 402 - Guidance for Young Children

B-K: HDF 409 - Lead Teaching in Early Childhood

**B-3: HDF 409 - Lead Teaching in Early Childhood *and*
EDU 380 - Interdisciplinary Methods and PST
(Math and Literacy)**

- Teacher Candidate (TC)s 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.
- On-campus students will complete HDF 402/409 at the CMU Child Development Learning Laboratory (CDLL) in the EHS building. B-3 majors will complete EDU 380 at a location arranged by the OEPP and instructor.
- Online students will complete PST at a field site arranged by the OEPP.
 - Online students who are already working in appropriate classrooms or programs may request to complete PST in their classrooms.
 - Online students who are not currently employed in appropriate classrooms or programs will have an opportunity to request towns/regions.
 - The OEPP will attempt to accommodate such requests, but cannot guarantee specific placements.
- During this experience, candidates apply learnings from methods courses through lesson plan design and implementation in a lead teaching experience.

***Successful completion of Pre-Student Teaching 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 complete regular online training prior to entering the classroom. In an effort to keep the TC safe, the training module is designed to provide an awareness of BBPs, common modes of their transmission, methods of prevention, and other pertinent information. This training is designed to meet the requirements of the Occupational Safety and Health Administrations (OSHA's) Bloodborne Pathogen Standard, 29 CFR 1910.1030.

Placement Information

- TCs in Pre-Student Teaching must have a **minimum 2.8 cumulative GPA** to be in the field.
- TCs must have Bloodborne Pathogens Training successfully completed prior to entering the field.
- TCs in HDF 409 PST must have successfully completed HDF 402 prior to PST.
- TCs are NOT permitted to set up their own placement. Only the OEPP is allowed to make placement arrangements. If the TC is employed at the desired field site, the OEPP must still directly confirm the placement and ensure an affiliation agreement is on file.
- The OEPP works with building principals and program directors to make placements. Every attempt is made to fulfill requests of partners and TCs but some requests may not be filled.
- The Pre-Student Teaching Field Experience is to be extended over the semester. Exceptions must be cleared through the course instructor and the Director of Clinical Experiences or Asst. Director for Early Childhood Field Experiences.

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.

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

Criteria for PST Field Sites:

- Children between ages 3-5
- B-K/B-3 majors may use Kindergarten classrooms; ECDL majors may not.
- Center or classroom setting required (i.e., cannot be a family childcare home, relative's program or classroom, etc.).

Required field hours:

- HDF 402: 52 hours, spread out over the semester (approx. 4.5 hours/week)
- HDF 409: 168 hours, spread out over the semester (approx. 14 hours/week)

CT must be experienced in early childhood education (certification preferred) and able to provide evaluative feedback to the CMU instructor.



Teacher Candidate's Role Attendance Guidelines

During HDF 409/Pre-Student Teaching, TCs have the opportunity to engage in classroom field experiences during which they can:

- Observe classroom teachers.
- Gain experience in working with individual students and small groups of students.
- Experience planning, teaching, and evaluation of activities in a lead teaching role.
- 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 an awareness of the total school environment.
- Actively participate, learn, and interact with students and the CT.

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 P-12 school district and the CMU pre-student teacher. If a unique substitute teaching position should occur in a P-12 school district, the Director or Assistant Director of Clinical Experiences will work with the administration to attempt to meet the needs of the school district and maintain the goals of the CMU clinical experience. TCs in pre-student teaching may be employed by the P-12 school district to which they are assigned as a substitute teacher during student teaching under the following conditions:

- The pre-student teacher has completed the required P-12 district paperwork for employment.
- The pre-student teacher agrees to note any substitute teaching days/hours on their weekly attendance log.
- The pre-student teacher will not be absent from a CMU course to substitute teach.

The TC is responsible for submitting the attendance record to their CT for verification. Submitting completed attendance logs to the instructor is the TC's responsibility.

On-campus students in HDF 402 or HDF 409: In the interest of student safety, if CMU is closed or delayed due to weather, pre-student teachers enrolled in an **on-campus** field experience at the CDLL must follow the directions of the University.

- **If CMU is closed** for the day, the TC should not report to the CDLL.
- **If CMU is delayed**, the TC should follow their instructor's directions for reporting to the CDLL.

Off-campus/Online students in HDF 402 or HDF 409: Follow the host school's procedure for closures or delays. Whatever the CT does, the TC should do also. Please consult with your Instructor regarding any makeup days or hours.

General Guidelines for all HDF 402/HDF 409 students:

- 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 Pre-Student Teaching. Candidates must still meet the minimum clinical hour requirement.
- If a Pre-Student Teacher is ill and must miss placement, the Pre-Student Teacher must:
 - A. Contact their CT prior to the school day using an agreed-upon method.
 - B. Indicate the absence date and reason on their Weekly Attendance Log



Student TEACHING

(B-K and B-3 only)

Overview

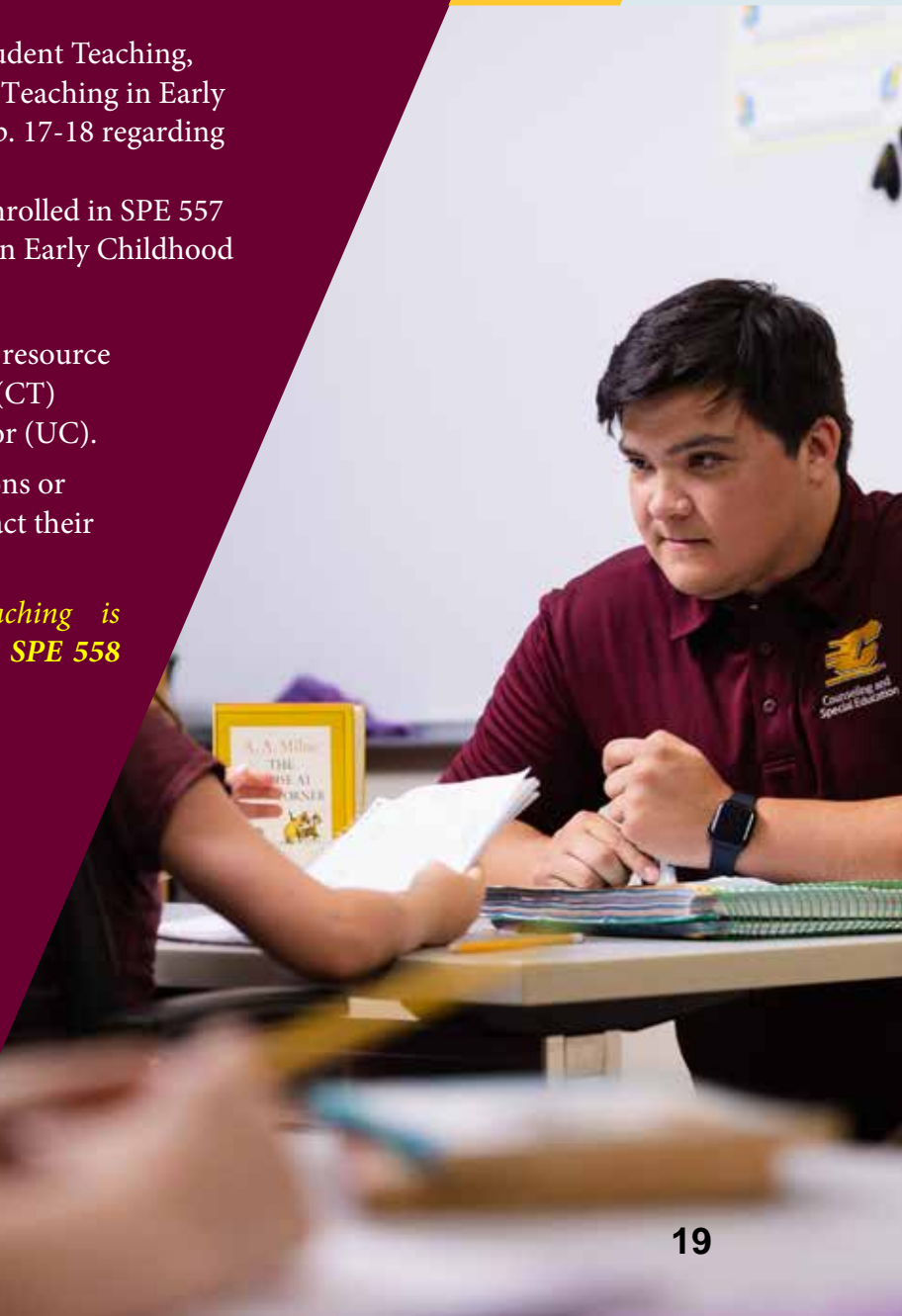
During the culminating clinical experience of Student Teaching,

- ECDL majors are enrolled in HDF 409 (Lead Teaching in Early Childhood). Please refer to information on pp. 17-18 regarding HDF 409.
- B-K and B-3 Teacher Candidates (TC)s are enrolled in SPE 557 (Seminar) and SPE 558 (Clinical Experience in Early Childhood Special Education).

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. HDF 409 and SPE 558 may NOT be taken in the same semester.***



Eligibility

Mandatory Student Teaching Application Meeting

- TCs planning to student teach in the following semester must attend one of two Mandatory Student Teaching Application meetings held at the beginning of each academic semester.
- Candidates will receive valuable information at this meeting including the link to apply for Student Teaching, an overview of Student Teaching requirements, and department approval requirements.
- ST Application meetings will be held virtually on WebEx.

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 HDF 409 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.
- Removal of all incompletes.
- Departmental Approval.

Departmental Approval

- All teachable majors and minors must be approved by the department prior to Student Teaching.
- Candidates must have completed 75% of course work in major(s)/minor(s).
- 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 transferring classes into CMU are responsible for checking with their departments to see if transfer grades are included in computing the GPA for their major(s) or minor(s).

Additional Eligibility Requirements

- Documentation of attendance at the Mandatory Student Teaching Application Meeting.
- Documentation of majors and minors must be at the Registrar's Office prior to submitting the Student Teaching Application. If the correct major and minor are not at the Registrar's Office, then student teaching will be delayed a semester.
- No open legal issue. Do not apply to student teach if you have an open legal issue. You must report any new legal issues within two business days to the OEPP.
- No University probation of any kind.
- Passing of Bloodborne Pathogens tutorial/test during PST.
- Completed and current ICHAT to EHS 421 by the required date for each semester.
- Electronic submission of Student Teaching Application and submission of all requirements by due date.
- TCs must receive an Eligibility Notification via email from the OEPP prior to entering the classroom to begin their Student Teaching field experience.
- 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.
- Student Teaching placements will not be pursued until the 2.8 requirement is met. The delay in eligibility due to low GPA may result in a delay in student teaching if a placement cannot be found after eligibility is resolved. It is always the district's discretion whether to accept a TC.



Placement Guidelines

- Once the ST Application is submitted and approved by the OEPP, the Assistant Director for Early Childhood Field Placements will send TCs a survey asking for preferred schools/programs, or locations. Based on the TC's responses, the Asst. Director will reach out to appropriate schools or programs to request placement.
- **TCs may not pursue their own placements. However, if a TC is already employed at an appropriate school or program, the TC may request placement in that program. The placement must still be approved and confirmed by the OEPP.**
- **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 UC and the Assistant Director for Early Childhood Clinical Placements.
- All costs related to any background check or additional testing or clearances required by the school are the responsibility of the TC.

Placement Requirements for SPE 558:

- Classroom of learners (ages 3-6). Kindergarten may be used, but First Grade may not.
- At least 2 students with IEPs in the class/group for disabilities other than solely speech. If there are not 2 students already on IEPs, at least two students must be under observation or evaluation for IEP services due to suspected special needs.
- Mentor teacher assigned who has at least three years of teaching experience in early childhood education and applicable credentials.
- Signed affiliation agreement between school/district and CMU Office of Educator Preparation Programs.
- School/program policies must allow TCs to video record lessons four times a semester for purposes of evaluation by UCs. Waivers for parents to sign will be made available if needed.

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.

Assignment Appeals

All TC appeals related to student teaching placements will be addressed by the Director of Clinical Experiences or their designee.

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



ST Introductions

Prior to the end of the semester preceding ST, and following confirmation of the ST placement, the TC should contact the placement supervisor and arrange a time to meet with the CT and Principal/Director to complete any required paperwork and to discuss scheduling. Other topics for the introductory discussion include, but are not limited to:

- Classroom management and discipline
- Subject matter to be taught while the TC is in the classroom
- Texts, 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.

During the visit to the district to meet the CT, 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 student teaching is not delayed. All delayed starts or time out of the classroom due to failure to meet the district's requirements will extend the student teaching experience.

Tips for Success

Getting Comfortable in the Classroom and Assuming Responsibilities

During the initial stage, there is a need for the Student Teacher and the 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 below to help the TC identify what is important in an observation.

Observations

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 and the lesson was sidetracked.
- Identify ways that the teacher adapted the lesson to individual differences as the lesson progressed.
- Identify the components of the lesson.
- What techniques are used to focus the attention of the learner?

Observations by the CT

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.

Observing the Classroom What can be learned by observing the classroom?

- To what extent do the students participate in the class?
- Is there a balance between teacher-oriented and student-oriented activities?
- Try to identify differences between and among students.
- Identify something positive about every student.
- How many students in the class begin work immediately upon receiving an assignment? How many "put off" the dreaded moment of beginning work? What techniques do they use to delay beginning the work?
- List evidence of misconceptions and brainstorm ways they might have been clarified or prevented.
- Tally the number of times each student was called on during a period of time and the times the student voluntarily participated by asking a question or making a comment.
- Observe one particular student who is interesting or puzzling and record what the student was doing each minute for a given period of time. Analyze the activity pattern of the student. How much time was spent in purposeful activity? Identify the ways in which the student was off-task or misused his/her time.
- Think about how you might group students for an activity with a partner or with a group of three students who will work together.



Pacing of SPE 558 ST Experience

Suggested Approach to the 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 B-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.

In B-K and B-3 degree programs, many TCs are already employed in their desired student teaching field sites. In those cases, the TC may continue their normal teaching duties, but another experienced teacher will need to serve as the CT and fulfill those responsibilities (e.g., frequent support and guidance, observations, mid- and final evaluations).

The Syllabus for SPE 558 provides general guidance on pacing of experiences during ST. The TC should work with their UC and CT collaboratively to determine an appropriate pacing arrangement for ST responsibilities.



3 Types of Student Teaching Evaluations

1. **Ongoing evaluation** represents the daily and weekly assessment of a TC's growth toward the attainment of professional goals and objectives;
2. The **Mid-Progress Evaluation** is a summative assessment aligned with The Danielson Model and the InTASC Standards adopted by Michigan for teacher preparation. The Mid-Progress evaluation focuses on four areas: 1) Preparation and Planning, 2) Classroom Environment, 3) Instruction, and 4) Professional Responsibility. The Mid-Progress Evaluation will be completed at the mid-point of the TC's student teaching experience. The evaluation will be completed in Taskstream™ by the TC, the CT, and UC.
3. The **Final Evaluation** is a summative assessment similar to the Mid-Progress Evaluation, which is completed at the end of the student teaching experience.

Dispositions Evaluations

At the mid-point of the ST experience and again at the end of ST, TCs will be asked to complete a **Dispositions Evaluation** in Taskstream. CTs will also complete these evaluations. The UC will score them for completion only, but will review them to determine if additional support is needed for STs.

Evaluation Timelines

Formative evaluation is a measure of how well a TC is doing on a day-to-day basis, while **summative evaluation** measures how well a person has done after a period of time. During student teaching, the emphasis is on formative evaluation, but this process should provide the basis for summative evaluation at the end of student teaching. The major focus of all evaluations is to assist TCs in developing the skills, knowledge, and dispositions of a professional educator.

The OEPP will send an email to the TC with instructions for completing the evaluations along with an accompanying link to Taskstream.

1. The candidate will begin the process by completing a self-evaluation.
2. After the TC has completed their part, the CT will receive a link and instructions to complete their part of the evaluation.
3. The TC will send a separate link to the UC so they can complete the evaluation independently.

At the midpoint (around week 6) of the student teaching experience, the TC, their CT, and UC will complete the Mid-Progress Evaluation.

1. The completed Mid-Progress Evaluation can be viewed in Taskstream by the TC.
2. The CT and TC should plan to hold a Student Teaching Conference with each other to discuss strengths, areas for improvement, and a plan for future success.

This process will be duplicated at the end of the student teaching experience where the TC, CT and UC will complete a detailed Final Evaluation (week 12).

Attendance Guidelines

The Student Teaching Internship will begin on the first day of the CMU online semester and last **12 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 for the assigned day/time, he/she should call (or text, if approved in advance) the CT before school starts in the morning to let him/her know of the absence. Email is not an acceptable form of communication due to the potential for delay in receipt.

The TC will need to make arrangements to make up the missed hours. TCs absent from Student Teaching must document the absence in the attendance log in Taskstream.

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 mandatory and non-negotiable. Please confer with your CT at the beginning of the semester regarding the seminar schedule and inform them that you will not be on site during that time if your seminar time overlaps with your clinical schedule.

All Seminar sessions are virtual. Your SPE 557 Instructor, Heidi Waugh, will provide more information on the schedule when class begins.

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.



Finishing the ST Experience

Surveys

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

Grading the Teacher Candidate

B–K and B–3 Teacher Candidates:

Students will receive a letter-grade for SPE 557.

Students will receive one of 5 grades for SPE 558:

(C) Credit

(NC) No Credit

(I) Incomplete

(Z) Deferred

(W) Withdrawal

The Instructor assigns the Seminar grade based on the student's assignments in Seminar, joint evaluations and feedback of the CT and the faculty.

The UC assigns the Clinical grade based on the joint evaluations of the UC and the CT.

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 989-774-3309.

The Job Hunt

A great place to look for employment opportunities is [CMU's Career Development Center](#).

Career Services has designed a site exclusively for teaching positions. TCs may revise and polish their resumes and upload 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 teaching job openings in the state of Michigan, across the country, and internationally.

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

Ronan 240 | p: 989.774.3068 | f: 989.774.6608

Teacher Candidate Resource Center (Microsoft Teams): bit.ly/3WKBky3



University COORDINATORS

Overview of the UC's Role

Field experiences are an important component of the teacher education program at CMU. The clinical experience is an opportunity to put theory into practice.

Due to the size of the teacher education program and the interest in providing diverse field experiences for our Teacher Candidate (TC)s, CMU assigns TCs to University Coordinators for student teaching support and supervision.

The UC will evaluate at least four video-recorded lesson observations over the 12 weeks of student teaching.

The UC serves as the primary liaison between the TC, OEPP, and CT during SPE 558. Most importantly, the UC is a source of support, guidance, and feedback for the TC during student teaching.

Collaborating with TCs

The UC works collaboratively with TCs to:

- Continuously evaluate the environment in which the TC has been placed.
- Communicate effectively with each TC regarding placements, schedules, meetings, observations, visitations, and evaluations.
- Effectively teach topics designated by TEPD as an integral and required part of the field experience to enhance the transfer of theory to practice.
- Formally observe and document the progress of each TC a minimum of four times during the semester through video-recorded lessons uploaded to Go React by the TC, and effectively collaborate with the CT in the evaluative process.
- Informally communicate with each placement as often as necessary to provide suggestions, recommendations, and solutions regarding problems confronting the TC or CT.
- Provide positive feedback and suggestions for improvement.
- Act as a mentor/coach for assigned TCs.
- Provide diverse experiences during the student teaching semester.
- Support the use of a Co-teaching philosophy.

Supporting TCs

The UC works to support TCs by:

- Maintaining open lines of communication.
- Student Teaching is stressful for TCs. UCs make sure to communicate regularly with students.
- Maintaining the level of professionalism that is expected.
- Providing extra support in classroom management strategies, differentiation, assessment, co-teaching, and teaching literacy in their content areas.

Your UC will be assigned during the semester preceding your ST experience. The UC will be your primary University contact for information and support during ST. They should be your first call if there is an issue or concern while you are in your ST placement.



Cooperating TEACHERS

Overview

The importance of the Cooperating Teacher's (CT) role in clinical experiences cannot be over-emphasized. The collaborative efforts between the University and the schools are critical to the success of field experiences. We value and appreciate the level of support provided to our students by the CT throughout the training process.

Both the CT and University representatives will make observations and provide the Teacher Candidate (TC) with feedback on a regular basis to prepare them for the rigor of their chosen profession. Master CTs are essential to this process, and their advice and guidance are invaluable to the success of TCs.



Placements

Representatives of the OEPP coordinate efforts with building principals and program directors to secure placements for all TCs in Pre-Student Teaching and Student Teaching. **TCs are free to request or suggest schools for placement, but are not permitted to set up their own placements.**

If the TC is already employed at an appropriate school or program, that site may be requested and will likely be approved if it meets the requirements for HDF 409 (PST) and/or SPE 558 (ST) and the principal/director approves.

Affiliation agreements are required between CMU and field sites, regardless of the TC's employment status.

TCs in Student Teaching are expected to be in the classroom full-time for 12 weeks and follow the district calendar.

ST Observations and Conferencing

SPE 558 observations are conducted through four video-recorded lessons that are uploaded to Go React by the TC. The TC may add comments in Go React for the UC to view.

The UC will view the video lesson, add comments in Go React, and score the lesson observation rubric. The UC will also leave comments, suggestions, and questions in Taskstream when entering the rubric scores.



In collaboration with the CT, the TC will transition from limited responsibility to eventually assuming the majority of the planning for the classroom, teaching load, and other related duties at approximately the second week of the clinical experience.

The CT should feel comfortable leaving the TC in charge of the room for short 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. As these changes occur, the CT will likely remain in the classroom to assist 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.

Final Weeks of Student Teaching

During the final few weeks of the field experience, there will be a gradual transition of responsibilities from the TC back to the CT. This will allow time for the TC to:

- Complete all classroom teaching responsibilities.
- Finalize all assignments and grading.
- Observe in other teachers' classrooms and reflect on lessons.

Student Teaching Seminar (SPE 557)

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

A complete list of course dates, assignments, and expectations will be provided to the student by their faculty instructor at the beginning of the semester. Candidates are expected to share seminar dates with their CT at the beginning of the semester. Attendance at seminar is mandatory. Any absences may result in a reduction of course grade.

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.

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.

