UNIVERSITY OF
DETROIT MERCY
Build A Boundless Future

College of Liberal Arts & Education

Education
Pre-Teaching & Teaching Candidate Handbook
Clinical Experience: Phases 1 & 2 of 3

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Detroit, MI 48221-3038

April
2018

University of Detroit Mercy

Teacher Education

Pre-or Teacher Candidate Clinical Experience Handbook

Academic Year 2018-2019

Pre-or Teacher Candidate: _____

Cooperating Teacher(s): _____

_____

Contact Information: _____

_____

_____

_____

School(s)/School District: _____

_____

Detroit Mercy Fieldwork Faculty: _____

Other: _____

_____

_____

_____

_____

College of Liberal Arts and Education

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Pre-Teaching & Teaching Candidate Handbook *Clinical Experience: Phases 1& 2 of 3*

1. Introduction Overview

Teaching is a wonderful privilege! It is a profession that is not learned overnight, or through one pre-clinical experience. Great teaching develops over time and is supported by the knowledge of master teachers willing to share their expertise with those that are just beginning their professional career. Just as doctors participate in practicum experiences, field placement experience is most beneficial when guided by a master teacher.

We recognize our Cooperating Teachers, Schools and Principals that readily open their door to Detroit Mercy Teacher Education Candidates. Detroit Mercy knows that the partnership it has with schools in the region are a critical component of its program. The Detroit Mercy Teacher Education Program benefits from the surrounding school districts continued support and collaboration.

This handbook is meant to meet the needs of Pre-Teacher candidates, Teacher Candidates, Cooperating Teachers, Host School Administration, and University Staff and instructors providing all stakeholders an awareness of the components of the Detroit Mercy Teacher Education Program. The information includes a general timeline of expectations related to the Clinical Experiences and the documentation required by the Teacher Education Program at the University of Detroit Mercy. **This handbook is subject to change to meet State compliance standards and University program needs.**

Detroit Mercy welcomes feedback regarding its Teacher Education Program. All correspondence is immediately addressed in a professional manner. If you should have any issues, please do not hesitate to contact us as soon as possible.

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Department of Education Programs prepare effective and responsible professionals who have a commitment to the art and science of teaching so all learn. Our focus is on developing ethical, caring, value-directed professionals who possess a commitment to and the skill for meeting the challenges of urban society and exemplifying the tenets of social justice.

Mission of the Education Department

The Education Department cultivates teachers and leaders who are ethical, scholarly, reflective, and courageous.

Vision of the Education Department

The Education Department will be recognized as a premier program serving a diverse student population in the Great Lakes region.

To implement the Department of Education mission and vision, Education Programs are purposefully designed to develop educators who:

- are ethical, value driven persons;
- possess a scholarly mastery of subject matter;
- recognize that all can learn; and
- engage students in an interactive, dynamic process of learning.

This mission is based upon a vision of teacher as scholar, teacher as an inquiring educator, and teacher as moral agent. The Detroit Mercy Educator Code of Professional Ethics details this mission more fully.

Conceptual Framework of the Education Department [2]

The Department's Mission is implemented through its Conceptual Framework, which addresses the ethical behaviors for demonstrating how a teacher as scholar, inquirer and moral agent interacts as a member of a profession with three audiences of school-based practice -- students, parents, and school systems. Accordingly, the Conceptual Framework describes the following dimensions of the role of the educator:

A *scholar* who uses the research-knowledge base for teaching integrated with the liberal arts and science disciplines;

An *inquirer* who is skilled in decision-making and in ethical, critical, and reflective thinking; and

A *moral agent* whose values reflect those of Detroit Mercy and the Department of Education's Professional Code of Ethics.

To prepare educators who are competent in these three dimensions of the educator's role, Detroit Mercy education programs foster the development of knowledge, skills, and attitudes that are necessary for successful teaching. Therefore, the curriculum in each program develops:

A ***scholar*** who:

- Competently practices the art of teaching using knowledge gained from a diverse research base
- Designs instruction that provides meaningful content through disciplinary and interdisciplinary approaches
- Bases instruction on principles of the cognitive, social, and emotional development of students
- Creates instruction to meet students' diverse learning styles
- Integrates the needs of students and the community with curricular and content goals
- Uses appropriate assessment strategies to promote students' cognitive, social and emotional growth
- Conducts research within the teaching/learning environment and shares findings with other practitioner

An ***inquirer*** who:

- Develops critical, reflective, and analytical thinking to design meaningful instruction for students
- Uses creative and ethical thinking in decision-making
- Applies metacognitive thought to analyze teaching practice
- Promotes students' growth in critical and analytic thinking as well as problem-solving
- Uses instructional strategies along with appropriate educational technology to create a classroom atmosphere of inquiry and collaboration
- Critically examines his/her own practice to assess competence
- Continuously develops his/her repertoire of professional knowledge and skills

A ***moral agent*** who:

- Commits his/her efforts to promoting social justice in urban society
- Develops his/her own ethical reasoning
- Follows the ethical standards of professional teaching
- Incorporates value, moral, and character education into instruction
- Creates a supportive network advocating for students with all stakeholders in the educational enterprise
- Engages imagination and dialog to work for a better world

To this end, Detroit Mercy students integrate the *Detroit Mercy Educator Code of Professional Ethics* into professional practice and life. This document is reproduced on the following pages:

2. *The creation of a Conceptual Framework with Educator Code of Professional Ethics for the Education Department was initiated in 1990 as a joint effort between faculty and students, led by Professor Joan Wilder. In 1994, a document was produced, and that document continues to be modified by current faculty and students. The Conceptual Framework was expanded by faculty in 1996 to incorporate specific statements of goals to provide further guidelines for faculty and students. These goal statements reflected the faculty's commitment to Michigan's Entry Level Standards for Beginning Teachers (1993), and the Interstate New Teacher Assessment and Support Council (INTASC, 1992) standards. In 1997, additional work by faculty expanded the theoretical component of the Conceptual Framework. Faculty continue to assess this framework and adapt programs as state standards evolve to guide teaching so all learn.*

The original document was composed by individuals from many different ethnic groups, age groups, and geographic locations, and thus reflected the heterogeneity of the metropolitan Detroit area. As they conceptualized the document, it was to be a product of a diverse group that spoke equally to the common ground shared by members of the University community and to the uniqueness and individuality of each community member. The Conceptual Framework continues to reflect such diversity.

2. DETROIT MERCY Educator Code of Professional Ethics

As Educators, we realize the trust placed in us by the community—the preparing of its children for their future place in society. We are awed by the magnitude of this responsibility and wholeheartedly accept its challenges because we believe that all children can learn.

This Code of Ethics is our pledge to the community that we will vigilantly pursue the highest standards of performance from our professional ranks; that we will carefully nurture the students entrusted to our care; and that we will make an effort to interact with all members of society, who like educators, are concerned with the rights and well-being of our young people.

The goal of an Educator is to inspire students toward excellence while promoting learning as a lifelong process. The Educator has the responsibility of teaching this nation's greatest natural resource. Therefore, it is imperative that the Educator teaches and believes in the dignity and integrity of all students. The Educator needs to be of good moral character and model the appropriate social skills and values. The Educator accepts the responsibility to adhere to the highest ethical standards.

Regarding Professional Competency, the Educator shall

- Possess a mastery of academic content areas and a mastery of instructional skills to practice the art of teaching.
- Strive to achieve and maintain the highest degree of professional competency and will always uphold the honor, dignity and ethical standards of their profession.
- Exert every effort to raise professional standards, to promote a climate that encourages the true exercise of reflective teaching, professional judgment and to foster collaborative relationships among colleagues, parents and community.
- Recognize the need for continuing professional and educational development, and pursue opportunities to acquire new skills, develop new techniques, and become informed of new research methods, and educational technology.
- Make every effort not to allow personal problems or conflicts to interfere with professional effectiveness.
- Maintain professional relationship with students, parents, school personnel, and the community.
- Respect each person with whom he/she is working, and deal justly and impartially with each regardless of his/her physical, mental, emotional, political, economic, social, cultural, racial characteristics or sexual and religious preferences.
- Be committed to the holistic, integrative development of youth including caring for special needs children, teaching critical, creative and ethical thinking with a dedication to social justice.

Regarding Students, the Educator shall

- Base relationships on integrity and mutual trust; the Educator shall recognize and reflect a concern for student dignity.
- Not tolerate policies, procedures, or attitudes that impede student success.
- Strive to help each student realize his/her potential as a worthy and effective member of a democratic society by developing a personal code of democratic values.
- Work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals and moral character.
- Prepare students for full participation in a global, multicultural society by facilitating independent action and differing viewpoints.
- Respect students' right to privacy and confidentiality.
- Acknowledge his/her position as a role model for students.

Regarding Parents, the Educator shall

- Recognize the importance of parental support and seek to obtain this by establishing contact with parents.
- Communicate with parents about their child regarding progress and problems in a truthful and timely manner.
- Communicate to the parent's recommendations meeting the educational needs of their children.
- Respect the parent's right to privacy and confidentiality except in cases of abuse.
- Attempt to become aware of the student's home situation through encouraging and facilitating frequent and open communication between the home and school.

Regarding the School System, the Educator shall

- Become knowledgeable of the organization, philosophy, goals, objectives, and methodology of the school system for which he/she works.
- Recognize that an understanding of the goals, process, and legal requirements of the educational system is essential for an effective delivery of educational services.
- Be familiar with the curriculum, instructional materials, and teaching strategies of the school for which he/she works.
- Recognize the need to familiarize him or herself with the attitudes and expectations of the community.
- Actively engage in activities directed toward developing and improving the educational system.

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schools in the region are a critical component of its program. The Detroit Mercy Teacher Education program benefits from the surrounding school districts continued support and collaboration.

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Clinical Experience 1 & 2 in Brief

The Education Department, through various educational settings and situations, empowers our students to develop and embrace their teaching skills. These settings include traditional classrooms, along with online opportunities to work with children.

From the first course in Education through the capstone clinical experience, students learn to teach through a wide variety of clinical experiences developed in partnerships with public and private schools.

Teacher Education (Transition Point 2)

Students first experience a classroom during their EDU 4000/5001 course, Introduction to Education, during their freshman year. Students observe approved classroom settings in the local community**. In Transition Point 2, students are required to complete 40 hours of observation, before applying to admission to Teacher Education**.

Clinical Experience (Transition Point 3)

The Pre-Teacher Candidate experience is the second of three field components in the teacher education program. Each education student is partnered with a P-12 classroom teacher in a local school for a fifteen-week classroom commitment. Students commuting to the University can complete their pre-clinical experience in a school district close to their home. The Pre-Teacher Candidate are encouraged to seek diverse Clinical Experiences to enrich their professional growth. Course instructors distribute necessary information and forms to each Pre-Teacher Candidate during the first week of the semester. **Students cannot obtain their Pre-Teacher Candidate course until they have been admitted into the Teacher Education Program. Successful completion of Pre-Teacher Candidate Clinical Experience is required before clinical experience.**

- **Elementary Education Pre-Teacher Candidates enroll in their Pre-Teacher Candidate course during the first semester after being admitted to the Teacher Education Program.**
- **Secondary Education Pre-Teacher Candidates enroll in their Pre-Teacher Candidate course within their major content area after being admitted to the Teacher Education Program.**

Program Completion (Transition Point 4)

The Program Completion Clinical experience, in most cases, is the final semester of the University of Detroit Mercy Teacher Education Program. The primary purpose of Clinical experience is to create an opportunity to transfer theory of the teacher preparation program into real classroom and school environment experiences.

Many factors come into play when determining a student's placement such as major/minor content area, school districts with agreements, availability of tenured teachers, Teacher candidate's GPA, etc. The Teacher candidate will work closely with their assigned University Supervisor. The Teacher candidate cannot seek their Clinical experience placement. All Professional Education courses must be completed successfully and students must meet all eligibility requirements prior to approval for clinical experience.

2.1 Definition of Terms

Clinical Experience: previously known as Student Teaching

Cooperating Teacher: Classroom teacher who has agreed to assist and mentor a teacher education candidate during their Clinical Experiences. Classroom teachers who agree to supervise a teacher education candidate must meet the requirements as outlined in the Standard School District Agreement and should be recommended by their building principal or designee. **The cooperating teacher meets the requirements as outlined in Detroit Mercy standards.**

Dispositions: Professional dispositions address the Teacher Candidate's commitment to the students, the learning process and the profession. The Professional Education Faculty and staff expect candidates to exhibit these professional dispositions.

Diversity: There are six diversity requirements that all education students must meet prior to being recommended for certification through the State of Michigan: Urban/Rural, ESL, Exceptionalities, Gender, Socio-economic status, Race/Ethnicity.

Mandatory Pre-Clinical Experience Application Meeting: This meeting is **held during the first week of classes in the semester, prior to Clinical Experience, in preparation for the Clinical Experience semester.** Meeting dates and times will be posted. Detailed information will be provided at this meeting, regarding the clinical experiences application and related items that are required prior to Clinical experience.

Non-Urban: Any placement not in an urban setting (e.g., rural, suburban)

Placement: The placement is the assigned classroom where the teacher education candidate completes their field requirements.

Pre-or Teacher Candidate (P-TC): The P-TC follows a sequence of courses which prepare the P-TC for teaching. The P-TC is responsible for making sure they have chosen the right career path and are dedicated to building and instructing a classroom that functions for ALL learners.

Pre-or Teaching Candidate Clinical Experience (P-TCCE): This experience is offered in conjunction with teacher education methods courses. The P-TC is required to apply theories and ideas from the methods classes in a real classroom setting. The P-TCCE must be completed successfully prior to progressing to Transition Gateway 2, 3, 4, or 5.

Pre-or Teacher Candidate Evaluation:

1) Midterm Evaluation: completed approximately four to six weeks into the fifteen-week experience by the Cooperating Teacher to gauge the progress of the Pre-Teacher Candidate.

2) Final Evaluation: Summative assessment which consists of a rating scale and a narrative of the student's level of performance in the categories of the Professionalism and Pedagogy.

School District Agreement: Agreement between the University of Detroit Mercy and the schools' governance boards, specifies conditions for Clinical experience. All schools where Teacher candidates are placed must have a signed agreement with Detroit Mercy.

Transition Gateways: The University of Detroit Mercy professional education program is designed to provide candidates with a conceptual framework of professional practice that is concept and knowledge-driven, learner-centered, and promotes reflective practice, referred to as the Transition Gateways.

1) Transition Gateway 1 (TP1) documents the academic ability of Pre-Teacher Education candidates using ACT/SAT/MME scores, cumulative GPA during admission, and Disposition Assessment.

2) Transition Gateway 2 (TP2) is the foundation on which Clinical Experience (TP3) and Program Completion (TP4) is built. This gateway measures academic ability of incoming

candidates using ACT/SAT/MME or PRE, cumulative GPA, and Introduction to Education (EDU 4000/5001) course grade, volunteer hours with P-12 children and Disposition Assessment, criminal background check, membership in professional organization, and the purchase and ongoing production of an electronic teaching portfolio.

3) Transition Gateway 3 (TP3) is a Clinical Experience that further develops the content knowledge learned in TP2. This gateway monitors and mentor's candidates to successfully complete all course work in the chosen major with a grade of "C" or above, maintain a GPA of 3.0 or above, achieve a passing score on the Michigan Test for Teacher Certification (MTTC) in the area(s) of preparation, show continuous growth in P&PDI/I, and complete the Clinical Experience requirement. Candidates will also submit a clinical experience application one semester before Clinical Experience, clear a background check, and demonstrate membership in a Professional Organization for Teacher Education. The intended use of the TP3 is to record candidate progress and provide an opportunity for candidates to receive corrective feedback concerning their instructional practice to encourage reflection and growth.

4) Transition Gateway 4 is Program Completion (TP4) and measures a candidate's level of competency in six domains: planning skills, teaching skills, learning environment, assessment skills, professionalism, and communication skills using 6 key assessments: GPA, Electronic Portfolio (EP), Clinical Internship Cooperating Teacher Evaluation (CICTE), Clinical Internship Supervisor Evaluation (CISE), Disposition Assessment, and Embedded Teacher Research (ETR). The intended use of the TP4 is to record the progress of a candidate's development and provide an opportunity for the candidate to receive corrective feedback concerning his or her instructional practice to encourage reflection and growth.

Urban: any institution in and within the city proper

2.2 Attendance Policy

The Pre-or Teacher Candidate is responsible for adhering to the attendance policy at the school where they are participating in a Clinical Experience. In addition to the school policy students must also adhere to the attendance policy set by Detroit Mercy.

General attendance guidelines are below:

- Give adequate time for arrival on the first day of the experience, and all those thereafter.
- Make the Cooperating Teacher aware of any known schedule changes well in advance of any situation that will cause changes.

If the pre-or teacher candidate is ill and unable to be at school for the assigned day/time, call the Cooperating Teacher before school starts in the morning to let him/her know that you will not be in attendance. Do not use email to contact the Cooperating Teacher if you are going to be absent from

your host school. The pre-or teacher candidate will need to make arrangements to make up the missed hours.

- Do not leave the school premises during your scheduled fieldwork time for any reason, unless course instructor and cooperating teacher approval has been given.
- The teacher education candidate should be prompt and appropriately dressed as defined the Detroit Mercy Education Department and host school Faculty Policy.
- Unexcused absences and/or late arrivals or the combination thereof, will be reason for possible dismissal from your Clinical Experience.
- The Pre-or Teacher candidate may change the day/time of their placement IF the Cooperating Teacher agrees to the change. All changes are to be recorded on the Pre-or Teacher Candidate Clinical Experience 1 and 2 Attendance Record.
- The Pre- or Teacher candidate is responsible for submitting the attendance record each visit to the host teacher for signature and verification.

Cooperating teachers are not responsible for the attendance form. It is the candidate's responsibility to make sure that all attendance is accurate and complete. Candidates are responsible for making sure the Cooperating Teacher initials and signatures on the attendance form and getting that form returned to the course instructor.

2.3 Bloodborne Pathogens Training

Each Teacher Candidate is required to complete regular online training prior to entering the classroom. To keep the Teacher Candidate safe, the training module is designed to provide an awareness of Bloodborne Pathogens, 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 Administration (OSHA's) Bloodborne Pathogen Standard, 29 CFR 1910.1030. At the end of the training module the teacher candidate will take a quiz.

At the successful completion of the tutorial, there is a certificate that can be printed for the participation records.

http://www.probloodborne.com/en/?landing=1&gclid=EAIaIQobChMIo5bDv9qA2gIVUrbACh3xzQMjEAAYAyAAEgJe7fD_BwE

2.4 Transition Gateways Conceptual Framework

The University of Detroit Mercy's Professional Education Program is designed to provide candidates with a conceptual framework of professional practice that is concept and knowledge-driven, learner-centered, and promotes reflective practice. A professional practice that is truly concept and knowledge-driven, learner-centered, and reflective is not readily acquired. Rather, it must be developed and refined through active reflection and inquiry over a lifetime. The Professional Education Program becomes the foundation for a professional career that will continue to evolve and mature.

2.5 Detroit Mercy Picture ID

Teacher candidates are to wear their Detroit Mercy picture ID every day during their field or clinical experiences.

2.6 Confidentiality

It is important to maintain the confidentiality of students and staff always. This carries over to any written work you create. Should you wish to discuss a specific situation involving a student/staff member:

Create a pseudonym for the person in writing. For example, “Johnny was fully engaged in the learning task.” The name is set apart using italics. Include a statement somewhere in your document which indicates that names have been changed to protect their identity.

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

Social media identities, logon ID’s and user names should not reference a position as a Pre-or Teacher Candidate or the school in which you are working. Do not create blogs or social media sites for the specific purpose of providing commentary on the classroom, or related experiences.

2.7 Criminal Conviction Issues

If a Pre-or Teacher Candidate has any legal issue(s) (besides traffic violations such as speeding), the Teacher Candidate must provide a Judgment of Sentence (if the legal issue is still pending or the Candidate is on probation) and/or a Register of Action when the case is closed to the Director of Credentialing.

If a Pre-or Teacher Candidate has been charged but is pending a court hearing the Candidate has two business days to report the charge to the Director of Credentialing.

2.8 Dispositions

In addition to content knowledge and pedagogy, dispositions is the third component we prepare teacher candidates to positively impact student learning as effective teachers.

As Candidates move through the Teacher Education Program, certification and K-12 employment, it is important that candidates demonstrate professional attributes needed for success in the teaching profession. The professional education faculty and staff believe that there are specific dispositions that Detroit Mercy Teacher Candidates must possess if they are to become exemplary educators. Dispositions are reflected in the commitments and virtues that influence behavior toward students,

families, colleagues and communities and deeply affect student learning and development as well as the educator's own professional growth.

2.9 Diversity Requirements

All candidates in the teacher education program at University of Detroit Mercy are expected to participate in learning situations and Clinical Experiences representing a wide range of diverse settings. To be recommended for certification, each candidate must complete their Clinical Experiences in such a way as to ensure that all the categories listed below are met. Documentation for each of the Clinical Experience criteria will be placed in the Teacher Education Candidate Portfolio. This information will be reviewed at the time of fieldwork assignments for placement purposes. Professional Education courses within the teacher preparation program will prepare Teacher Candidates for dealing effectively with the various field placement types identified below, as well as with other important aspects of diversity such as family structure.

- Race/Ethnicity - Candidates will participate in a classroom setting with 20% or more non-white students as the basic classroom population.
- Socio-economic Status - Candidates will participate in a classroom in a school that has a minimum of 20% of students registered for free/reduced lunch.
- Gender - Candidates are expected to participate in a classroom setting where both male and female students are learners.
- Exceptionalities - Candidates will participate in a classroom that is defined as inclusive. The classroom will include students identified as having a physical, mental, or emotional exceptionality, a speech/communication disorder, or as gifted or talented.
- English Second Language - Candidates will participate in a classroom in a district that includes an ESL student population.
- K-12 Non-Urban School Setting - Candidates will participate in a classroom in a non-urban setting.
- K-12 Urban School Setting - Candidates will participate in a classroom in a urban setting.

All candidates in the teacher education program at the University Detroit Mercy are expected to participate in learning situations and Clinical Experiences representing a wide range of diverse settings. To be recommended for certification, each candidate must complete their Clinical Experiences in such a way as to ensure that all the categories are met. A Teacher Candidate may meet multiple diversity requirements listed above in a single classroom during their clinical experience. Prior to visiting a classroom, a Pre-or Teacher Candidate will provide a Detroit Mercy Clinical Experience Letter of Introduction. Course instructors will make every attempt to assist with diversity requirements during the Candidate’s Clinical Experience. It is recommended that diversity requirements are fulfilled prior to Clinical experience.

Note: You must observe at least 30 hours in the same school to fulfill any diversity category. It is *possible for one 30-hour experience to fulfill 6 out of the 7 categories. Urban Setting and Non-Urban Setting will need to be fulfilled in different geographic areas.*

2.10 Dress Code

During all Clinical Experiences, all Pre-or Teacher Candidates are expected to be well-groomed and are to dress professionally. Professional dress for educators is typically defined as business casual. The Pre-or Teacher Candidate is representing Detroit Mercy and responsible for showing respect for students, school district, and the University by their professional dress and professional language. Showing respect for students, colleagues, students' parents, and the Education profession is reflected in a Pre-or Teacher Candidate's appearance and language.

2.10.1 Successful Teacher Candidates:

- Show others that they care about their profession in what they wear by pressing clothing, and having coordinated outfits that fit appropriately.
- An easy choice for dressing comfortably and professionally as a teacher, is to choose a pair of clean tan/navy/black dress pants/slacks, a coordinating shirt/blouse, and comfortable dress shoes (suggested, not required).
- Choose skirts and dresses that fall to the knee in length (suggested, not required).
- Wear dress or polo shirts that are tucked in.
- Promote a great learning environment by not distracting students with clothing, dress choices, and accessories. This includes removing piercings of the body and face, and covering up visible tattoos.
- Ultimately students, parents and colleagues do make assumptions and judgements about how much an educator cares about being a teacher by how the educator cares for what they wear, and the way they take care of themselves in appearance.

2.11 Social Media

As a Pre-or Teacher Candidate, you are now entering the professional field of education. Part of that responsibility includes adjusting some practices from "college student" to "teacher" appropriate. Look at various aspects of life with a new set of eyes – those of a teacher, Principal, parent or potential employer.

It is **strongly recommended** that you remove pictures and posts which do not represent the professional educator you are becoming. Teacher Candidates have a very visible presence in a conservative field. Represent yourself as an upstanding member of this profession. When removing pictures and posts be sure to include text messaging, instant messaging, email, blogs, chat rooms, video-sharing Web sites, editorial comments posted on the Internet, and social network sites such as Facebook, LinkedIn, Twitter, Tumblr, Google+, Flickr, and YouTube. This also includes photos your friends have of you on their own pages, as everything is linked and easy to navigate.

Two other socially visible areas needing to be updated are your cell phone messages and email address user name. Do callers hear loud music and a very "informal" greeting? Is your email address a business-like user name, or one which might raise eye-brows?

As a Pre- or Teacher Candidate, you are an educator and a role model for the students in your classroom. There may be times you are working in a classroom in which the Cooperating Teacher

utilizes social media for instructional purposes. School Districts generally have an electronic media policy available to read. Should you wish to use electronic media with a lesson you are giving, you are required to obtain permission from the Cooperating Teacher prior to teaching the lesson.

Tips for Success!

- Meet with your advisor regularly. **You should be in regular contact with your major/minor advisor**.
- Monitor Banner and Transition Gateways. Any time you change your major/minor be sure that the change is showing on your Student Information Sheet. This information will be used to determine if you are eligible to participate in Pre-or Teacher Candidate Clinical Experiences. Become very familiar with the Transition Gateways.
- Handbook Review. This handbook will help you get through the next few semesters. Refer to it often to be sure you are meeting expectations.
- Get involved. Join a Professional Organization, attend workshops and conferences; become actively involved in your education and profession.
- Global Experiences. Watch Detroit Mercy Blackboard and/or check your Detroit Mercy email address for messages during your Pre-or Teacher Candidate experiences.
- Pathbright Monitoring. Collect artifacts for your Pathbright ePortfolio. Check with your instructors and or advisor for guidance. If in doubt, store it in a folder in Pathbright ePortfolio.
- Deadlines. As a Pre-or Teacher Candidate, you will have many commitments to meet in and out of the classroom. Pay close attention to your email and mark your calendars when you receive a notice related to a due date. Missing due dates can result in a delay in your progress. Don’t let that happen to you!

3.Pre-or Teacher Candidate Clinical Experience

The course instructor will distribute necessary information and forms to each pre-teacher candidate during the first week of their University pre-or teacher candidate clinical experience course.

3.1 Clinical Courses

3.1.1 Elementary Education - Pre-or Teacher Candidate Clinical Courses

Course	Title	Pre-Requisites	Number of Clinical Experience Hour
EDU 4000	Introduction to Education	No Pre Req's	20
EDU 4320	Psychology of Education	No Pre Req's	10-15
EDU 4410	Elementary Science Methods	PRE EDU 4320 (Minimum Grade of C, May not be taken concurrently) TEP	10
EDU 4420	Elementary Social Studies Methods	PRE EDU 4320 (Minimum Grade of C, May not be taken concurrently) TEP	10
EDU 4430	Teaching Reading in Elementary Schools	PRE EDU 4320 (Minimum Grade of C, May not be taken concurrently) TEP	10
EDU 4450	Methods of Physical and Health Education	No Pre Req's	10
EDU 4480	Elementary Language Arts	PRE EDU 4320 (Minimum Grade of C, May not be taken concurrently) TEP	10
EDU 4490	Elementary Math Methods	PRE EDU 4320 (Minimum Grade of C, May not be taken concurrently) TEP	10
EDU 4500	Integrating the Arts into the Classroom	No Pre Req's	10

It is the responsibility of the pre-or teacher candidate to be aware of the time and expectations that the Pre-or Teacher Candidate Clinical Experience commitment demands.

3.1.2 Secondary Education - Pre-or Teacher Candidate Clinical Courses

Course	Title	Pre-Requisites	Number of Clinical Experience Hour
EDU 4000	Introduction to Education	No Pre Req's	20
EDU 4320	Psychology of Education	No Pre Req's	10-15
EDU 4690	Secondary Curriculum Methods	PRE EDU 4320 (Minimum Grade of C, May not be taken concurrently) TEP	10
EDU 4710	Secondary Math Methods	PRE EDU 4690 (Minimum Grade of C, May not be taken concurrently) TEP	10
EDU 4730	Secondary Social Studies Methods	PRE EDU 4690 (Minimum Grade of C, May not be taken concurrently) TEP	10
EDU 4740	Secondary English Methods	PRE EDU 4690 (Minimum Grade of C, May not be taken concurrently) TEP	10
EDU 4750	Secondary	PRE EDU 4690 (Minimum Grade of C, May not be taken concurrently) TEP	10
EDU 4780	Reading in the Content Areas	PRE EDU 4690 (Minimum Grade of C, May not be taken concurrently) TEP	10

It is the responsibility of the pre-or teacher candidate to be aware of the time and expectations that the Pre-or Teacher Candidate Clinical Experience commitment demands.

3.2 Placement Information

Pre-or Teacher Candidate must have a minimum 3.0 cumulative GPA to be in the field.

Pre-or Teacher Candidate must have Bloodborne Pathogens Training successfully completed to entering the P-12 setting.

Pre-or Teacher Candidates are free to request a school for their placement.

The course instructor works with building Principals to make placements. Every attempt is made to fulfill requests of those students asking to meet diversity requirement.

Each school system can request pre-or teacher candidates based on district policies.

Review the school district calendar to determine any school cancelations that may fall on the assigned dates of fieldwork. It is the teacher candidate's responsibility to make up and arrange an alternate field visit to make up field hours missed.

Placements are not official until the Cooperating Teacher and/or Principal has met the Pre-or Teacher Candidate.

Pre-or Teacher Candidate must contact the Cooperating Teacher prior to the first scheduled visit. Your course instructor will communicate with you when it is time to contact your host teacher via email.

The Pre-or Teacher Candidate Clinical Experience will be during the entire semester.

The Cooperating Teacher's preparation time is precious. Pre-or Teacher Candidate should seek out another Cooperating Teacher to observe during that time, or work under the direction of the Cooperating Teacher with students.

The Pre-or Teacher Candidate is responsible for the prompt return of all materials borrowed from the Cooperating Teacher. The Detroit Mercy's Library and the College of Education Student Resource Room have teacher education resources available for short term use.

3.3 Pre-or Teacher Candidate Role

During this semester, Pre-or Teacher Candidate have the opportunity for classroom Clinical 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 such as: preparing bulletin boards, developing teaching materials, correcting papers, evaluating projects, and attending special functions.

Develop an awareness of practices used by experienced classroom teachers concerning classroom management and the maintenance of a positive classroom learning environment.

Develop an awareness of the total school environment.

Actively participating, learning, and interacting with students and the Cooperating Teacher.

Reflect on the experience and how it will make them a better educator using thoughtful journaling and writing reflections (appropriate length and error free) about the time in the field. Candidates will develop a better understanding of how to apply what they have learned in their college courses. Reflection is best done soon after visits to the classroom.

3.4 Addressing Instructional Issues of Pre-or Teacher Candidates

The course instructor, Cooperating Teacher, and Pre-or Teacher Candidate will develop a "Plan of Action" should instructional issues arise in the classroom during Clinical Experience 2 (Transition Gateway Point 3: Entry into Clinical Experience).

Action Plan

When a problem persists, there may be an Action Plan developed. Steps in the development include:

1. Formal and informal visits to the assigned classrooms/schools to observe and assess the Pre-or Teacher Candidate's work based on identified criteria
2. Identify and record observed strengths and needs of each Pre-or Teacher Candidate
3. Share observed strengths and needs that have been recorded with the Pre-or Teacher Candidate and provide copies to the Cooperating Teacher
4. If needed, discuss and establish a written Plan of Action for addressing identified needs
    a. Communicate the need for an Action Plan with the Pre-or Teacher Candidate.
    b. Develop an Action Plan with the Pre-or Teacher Candidate identifying the area of concern and the steps needed to address the area for improvement with timeline for improvement.
    c. Provide a signed Action Plan to the Cooperating Teacher, and Pre-or Teacher Candidate.
    d. Evaluate progress, with possible solutions.
5. **Pre-Teacher Candidates who have a valid concern relating to their placement or evaluation by their course instructor must utilize the appeal process**.

Initiation of the appeal process is the Pre-Teacher candidate Candidate's responsibility and must be commenced within five days of the disputed decision.

3.5 Student/Classroom Concerns

Pre-or Teacher Candidate Information

- If placement problems arise, please let your course instructor know immediately. We can only be an advocate if we are informed of your situation.
- Recognize that all teachers have different philosophies of education. Pre-or Teacher Candidate are in this Clinical Experience 1 or 2 learning to be a reflective practitioner, not a

teacher evaluator. Negative criticism and opinions are not part of the Clinical Experience 1 or 2.

- Your Pre-or Teacher Candidate Clinical Experience 1 or 2 will be monitored by your course instructor, please be sure to communicate with your instructor.

Tips for Success!

- Be prompt. Maintain punctual and regular attendance. Notify your Cooperating Teacher of any known schedule changes, well in advance.
- Respect the Profession. Pre-Teacher Candidates are professionals and should dress accordingly, business casual is acceptable.
- Expectations and Student Learning. Cooperating Teachers have high expectations. Discuss the way you will work together to impact student learning and how you will get the most out of your experience in preparation for your own classroom.
- Be proactive. Take initiative in the classroom and in the roles, you are given. Have a presence and be proactive.
- Conduct yourself as a professional. Speak professionally about your students, school, colleagues, the university, and its programs. **Emails should be held to the same standards**.
- Be prepared. Actively participating in the classroom milieu will be expected and will give you the confidence you need to be a competent teacher. Remember to plan ahead-materials, copies, technology.
- Establish Relationships. Win the respect of students through your competence. Establishing a relationship with each of your students, and knowing them by name, is essential for learning to take place. Finding something positive about each student will help you establish appropriate and meaningful relationships.
- Be a good listener. Welcome feedback from the Cooperating Teacher and use it to improve your teaching skills. Listen to your students and use the information they share to reach them in your lessons.
- Become involved in extracurricular activities. Be available to assist the Cooperating Teacher in supervision of lunchroom /recess, after school activities, or tutoring opportunities.
- Pre-Teacher candidates are guests in the school. The facilities and materials are there for professional use.
- Recognize that all teachers have different philosophies of education. Pre-teacher candidates are in this Clinical Experience learning to be a reflective practitioner, not a teacher evaluator. Negative criticism and opinions are not a part of the Clinical Experience 1 or 2.
- **Cell phone usage restrictions. Recognize there is no personal use of a phone needed, while in the classroom. Even if your cooperating teacher can use their phone/cell, this is not the case for pre-teacher candidates**.

4. University Course Instructor with Clinical Experience 1 or 2 Component

Clinical Experience 1 or 2 are an important component of the teacher education program at Detroit Mercy. The final Clinical Experience is the last semester of training prior to graduation and is an opportunity to put theory into practice. The University Supervisor will make at least four observations of the Clinical experience Candidate. In addition to the University Coordinator, there may be an occasion when the Department Chair, or Subject Matter Specialist visits a school and classroom during the semester.

University Course Instructor (Clinical Experience 1 or 2 Component)

The University Course Instructor, an experienced classroom teacher and often an experienced administrator, works collaboratively with school personnel to

- communicate the policies of the Teacher Education Program, the Education Department, and the University to the P-12 school community;
- know and follow policies established by the school in which Pre-or Teacher Candidates are placed;
- visit Cooperating Teachers' and administrators to discuss the progress of Pre-or Teacher Candidates;
- provide Cooperating Teachers' strategies for evaluative feedback related to the clinical experience;
- provide Cooperating Teachers' evaluative feedback related to Course Instructor assessments of clinical experience;
- provide formative and summative evaluations of Clinical Experience to Pre-or Teacher Candidates;
- assist and advise Pre-or Teacher Candidates concerning problems involving their Clinical Experiences;
- support the Pre-or Teacher Candidates clinical experience in a tactful and positive manner;
- provide or acquire in-service experiences or consulting services (e.g., Universal Design, Positive Behavior Supports, etc.), when requested, for administrators, Cooperating Teachers and other public school personnel; and
- recognize school personnel in various ways for services rendered.

5. Cooperating Teacher

The importance of the Cooperating Teacher's role in clinical experiences cannot be emphasized enough. The collaborative efforts between the University and the schools are critical to the success of Clinical Experiences. We value and appreciate the level of support provided to our students by the Cooperating Teacher throughout the training process. Both the Cooperating Teacher and University representatives will make observations and provide the Pre-or Teacher Candidate with feedback on a regular basis to prepare them for their profession. Master Competency Teachers are essential to this process, and their advice and guidance are invaluable to teacher candidates.

5.1 Minimum Requirements for Cooperating Teachers

- Master's degree or Bachelor's degree with course work toward a Master's Degree
- Interest in working with the Pre-or Teacher Candidate
- Minimum of three years successful teaching experience
- Holder of a Professional Teaching Certificate
- Volunteer or recommendation by the building Principal

5.2 The Clinical Experience 1 or 2

The Clinical Experience 1 or 2 is integral to the Teacher Education Program. The Pre-or Teacher Candidate in their Professional Education coursework and is enrolled in content method, theory, and management coursework. Each Pre-or Teacher Candidate is partnered with a P-12 classroom teacher (Cooperating Teacher). The Detroit Mercy Teacher Education Program provides opportunities for teacher candidates to be exposed to the classroom clinical experience as much as possible, with certified and recommended teachers.

5.2.1 What you should know about placements.

The University Course instructor coordinate efforts with building Principals to secure placements for all Pre-or Teacher candidates. Teacher Candidates are free to request or suggest schools for placement. University Course instructors are the only staff approved to make placements.

Placements are scheduled through the Course Instructor before the Clinical Experience begins. The Cooperating Teacher may voluntarily agree to host a Teacher candidate, or they are recommended by their building Principal. The Pre-or Teacher candidate may change the day/time of their placement only if the Cooperating Teacher agrees to the change.

5.2.2 Orientation to the Classroom.

The Cooperating Teacher can assist Detroit Mercy Pre-or Teacher Candidates in the following ways:

- Share seating charts so the Pre-or Teacher Candidate can learn to associate student names and faces.
- Share books, resources and curriculum materials.
- Provide a personal desk space for the Pre-or Teacher Candidate's use.
- Share information about routines and behavior procedures.
- Share expectations of what the Pre-or Teacher Candidate is to do while in the classroom, (e.g., what time to arrive at school, appropriate dress, where to park, use of the copy machine, extracurricular activities and meetings to be attended, activities and responsibilities that he or she should begin to assume, etc.).
- Develop strong lines of communication.
- How to handle problem situations as they occur.
- Communicating and modeling professional responsibilities-we encourage the cooperating teacher to discuss with their Pre-or Teacher Candidate the education profession and its

expectations. How does the cooperating teacher maintain their classroom? How does the cooperating teacher meet district and Principal expectations?

- **Planning and Preparation-give the Pre-or Teacher Candidate weekly duties and assignments that help the Pre-or Teacher Candidate develop into a co-teacher of the classroom**.
- Active observation and instruction-discuss and decide the appropriateness of lessons.
- Classroom and ideas-any time that the host teacher can share with the Pre-or Teacher Candidate their rationale and system for classroom organization and management, that is a great learning practice. The Pre-or Teacher Candidate should not be “peppering” the cooperating teacher with constant questions, but find/make time to discuss what they see the host teacher doing with their classroom.
- Reporting to parents and at parent conferences, if applicable to clinical experience.
- All responsibility for forms and any other Pre-or Teacher Candidate requirements are placed on the Pre-or Teacher Candidate. All forms will be distributed by the Pre-or Teacher Candidate including those copies given to the cooperating teacher.

Pre-or Teacher Candidates should:

- not be left as the sole responsible adult in charge in the classroom.
- not do excessive photo copying during Pre-or Teacher Candidate hours.
- not be on the computer/cell phone unless directed by the cooperating teacher.
- not be hired as a substitute teacher during actual Pre-or Teacher Candidate hours.
- not ask a cooperating teacher to mail or distribute Pre-or Teacher Candidate forms.

5.3 Cooperating Teacher Information.

- During the Pre-or Teacher Candidate Clinical Experience, there are four electronic assessments of the Pre-or Teacher Candidate. These assessments are: two (2) Lesson Evaluations the Pre-or Teacher Candidate, Midterm Evaluation, and Final Evaluation.
- If you feel your Pre-or Teacher Candidate is not performing in the classroom, please contact the course instructor immediately and together we will remedy the situation.
- Your professional judgment is a vital component of this experience. For that reason, we highly value your assessment of the Pre-or Teacher Candidate. Your candid feedback allows the Detroit Mercy Pre-or Teacher Candidate to become better reflective practitioners.
- The course instructor is available for consultation,visit/observation in your classroom upon invitation.

5.4 Expectations of Pre-or Teacher Candidates.

Pre-or Teaching candidates are afforded the opportunity to experience a classroom setting and observe classroom teachers throughout their pre-service placement. The purpose of the setting is to gain experience working with individual students and small groups of students. Pre-or Teacher candidates should experience planning, teaching and evaluation of activities by actively participating in learning process with students and the cooperating teacher. It is also beneficial for Pre-or Teaching candidates to experience **some** of the other aspects of teaching such as preparing bulletin

boards, developing teaching materials, correcting papers with supervision, evaluating projects with supervision, and attending special functions. Finally, Pre-or Teaching candidates should develop an awareness of practices used by experienced classroom teachers concerning classroom management and the maintenance of a positive classroom learning environment.

The recent changes to P-12 education in Michigan not only affect those currently teaching, but also affect those seeking a career in education. The state of Michigan is placing a stronger emphasis on Teacher Candidates spending greater amounts of time in the field they wish to teach. In addition, Cooperating Teachers are being held to higher accountability measures for all learning that occurs within their classroom. Considering these somewhat competing interests, the Cooperating Teacher has the authority to determine the level of involvement a Teacher Candidate has within a classroom. We trust the Cooperating Teacher will value their commitment to the Teacher Candidate's success and together they will outline their individual expectations for the experience. We encourage frequent meetings or conferences be arranged to ensure open lines of communication, as this is a significant component of a successful clinical experience.

When it is determined that the pre-or teacher candidate is capable of classroom leadership, we encourage the cooperating teacher to require the pre-or teacher candidate to plan a minimum of two lessons. *A cooperating teacher is free to use their professional judgement on what they believe the pre-or teacher candidate is proficient in doing.* A cooperating teacher may choose to team teach with their pre-or teacher candidate, or have the student work with small group instruction. Any lesson plan that is built for enrichment activity facilitated by a pre-or teacher candidate must be received by the cooperating teacher in advance. Please use your professional judgment as to what you want your pre-or teacher candidate to work on in your classroom. Whether the pre-or teacher candidate conducts enrichment activities a small or large group, Detroit Mercy seeks feedback on how the student and the teacher education program are doing. In weeks 6-8 of clinical experience, and again in the weeks 13-15, the cooperating teacher will receive an electronic evaluation form (i.e., mid-term evaluation, final evaluation) from the Detroit Mercy's Department of Education to evaluate the pre-or teacher candidate's performance in your classroom.

Any lesson that a pre-or teacher candidate presents should not be a movie, video or pre-programmed CD/DVD. A pre-or teacher candidate may use classroom approved video clips, teacher sanctioned materials, PowerPoint/Prezis, or any strategies or educational tools that supplement their enrichment activities aligned to pertinent curriculum standards.

Should a teacher find that their pre-or teacher candidate is not capable in handling their placement the cooperating teacher should immediately contact the course instructor. It is imperative that the pre-or teacher candidate be actively engaged in the classroom.

Appendix A: Criminal Conviction Issues

If a teacher education candidate has any legal issue(s) (besides traffic violations such as speeding), s/he must provide a Judgment of Sentence (if the legal issue is still pending or the student is on probation) and/or a Register of Action when the case is closed to the Certification Officer. If a student has been charged but is pending a court hearing s/he has two business days to report the charge to the Certification Officer.

A teacher education candidate with any criminal conviction(s) including misdemeanors will not be guaranteed certification even if s/he successfully completes a teacher preparation program. The decision to certify a teacher education candidate is made by the Michigan Department of Education (MDE). The MED has the authority to deny certification to a teacher education candidate with a criminal conviction regardless of their academic performance. Detroit Mercy requires a teacher candidate to self-disclose any legal issue(s) at the time of admission to the teacher education program. The Internet Criminal History Access Tool (CHAT) will be used for background checks preceding each Clinical Experience.

A STUDENT WITH ANY FELONY CONVICTION WILL NOT BE GRANTED ADMISSION INTO DETROIT MERCY'S TEACHER EDUCATION PROGRAM.

Offenses that may prevent Teacher Certification through MDE:

1. Criminal sexual conduct in the fourth degree or an attempt to commit the crime.
2. Child abuse in the third or fourth degree or an attempt to commit the crime.
3. A misdemeanor involving cruelty, torture, or indecent exposure involving children.
4. A misdemeanor violation of distributing marijuana on school property.
5. A violation of any section from the Michigan Penal Code in the following areas: breaking and entering, presence of minor under 17 in places where liquor is sold, lewd and lascivious behavior, contributing to the neglect or delinquency of a minor, removing items from a vacant dwelling.
6. A misdemeanor violation from the Michigan Penal Code in the following areas: assault and battery, domestic violence, selling or furnishing alcoholic liquor to a person less than 21 years of age.
7. More than one: Driving Under the Influence (DUI), or Operating Under the Influence of Liquor (OUIL).
8. A violation of substantially similar law of another state, of a political subdivision of this stator or another state, or of the United States.
9. More than one minor in possession conviction.
10. More than one misdemeanor of any kind.

Please note: If a student does not report any charge/conviction (this would include being charged pending court date) within two business days or if a student has misrepresented their legal information in any way s/he will be subject to suspension, probation or removal from the teacher education program.

Medical Marijuana: Under MCL333.26427(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, Detroit Mercy and all public K-12 schools are required to prohibit the possession and use of marijuana on these campuses. Therefore, even if a student has the appropriate identification card, a student may not possess or use marijuana on the Detroit Mercy campus or as part of a Detroit Mercy program.

Detroit Mercy **Legal Clearance Procedure**

Any candidate with a criminal conviction must present the appropriate documentation to proceed in the teacher education program.

A candidate with one or two misdemeanors may continue in the program once the case is closed and the documentation has been confirmed. A candidate with 3 misdemeanors will be under review and may be removed from the program.

Any candidate with a felony will not be allowed admission into the teacher education program; or if the felony is obtained after admission the candidate will be removed from the teacher education program.

Any candidate with any open legal issue will not be allowed to participate in any Clinical Experience.

University of Detroit Mercy teacher education program mandates that a candidate disclose their legal status on four occasions. Detroit Mercy teacher education further requires a candidate to self-report any changes to their legal status within two (2) business days of the offence. A candidate’s failure to comply with Detroit Mercy’s legal requirements will result in an immediate suspension or dismissal from the teacher education program.

Appendix B: Entry-Level Standards for Michigan Teachers and Related Proficiencies

Upon entry into an approved teacher preparation program in Michigan, teacher candidates will begin career life-long professional development in the standards below. These research-based standards provide a framework of rigorous subject matter knowledge in the liberal arts/science, and relevant pedagogical knowledge for optimal student learning, achievement, and participation in a global society.

Upon completion of an approved teacher preparation program in Michigan, a person recommended for the Michigan Provisional Certificate should have:

1. Subject Matter Knowledge in the General Liberal Education
   An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences, and the arts):
   a. The abilities and skills necessary for effective communication (listening, speaking, writing, reading, and visually representing);
   b. A knowledge and appreciation of free inquiry in the humanities, the social sciences, the mathematical and natural sciences, and the visual and performing arts;
   c. A knowledge of the interdependence of the liberal arts and the ability to integrate knowledge from the liberal arts to analyze, synthesize, and reflect upon ideas, information, and data;
   d. The ability to discuss and debate the value of education in a free and pluralistic society, particularly the role of intellectual and ethical values;
   e. An understanding of global and international perspectives;
   f. An understanding of and respect for individual differences, including those of culture, race, gender, religion, and ethnicity, as well as humankind's shared heritage and environment;
   g. An ability to understand and respect varying points of view and the influence of one's own and others' ethics and values;
   h. An understanding of the impact of technology and its use for gathering and communicating ideas and information;
   i. An understanding of the Constitutions and histories of the United States and Michigan;
   j. An understanding of the market system for allocating resources;
   k. An understanding of and respect for the role of the individual in a free society, including the importance of individual responsibility and respect for individual rights and values; and
   l. An understanding of the similarities within our culture and their importance to the fabric of American society.

2. Instructional Design and Assessment
   A commitment to student learning and achievement, including the understanding and ability to:
   a. Apply knowledge of human growth, development, and learning theory;
   b. Expand cognitive, affective, physical, and social capacities of students for the development of the "whole person";

c. Discern the extent to which personal belief systems and values may affect the instructional process, e.g., love of learning; the belief that all students can learn; the belief that all students should be treated equitably; the role of expectations in affecting achievement;
d. Demonstrate appropriate classroom management and disciplinary techniques to ensure a safe and orderly environment which is conducive to learning;
e. Plan instruction to accommodate diversity, e.g., cultural, racial, and social diversity;
f. Plan instruction to accommodate various backgrounds of students;
g. Use multiple approaches to appropriately assess student abilities and needs to plan instruction;
h. Create inclusionary environments for students with exceptional needs and abilities; and
i. Use various kinds of literacy to promote access to knowledge, e.g., numeracy, graphics, printed text, computers, artistic expression, and electronic media.

3. Curricular and Pedagogical Content Knowledge Aligned with State Resources
Knowledge of subject matter and pedagogy, including the understanding and ability to:

a. Create learning environments that promote critical and higher order thinking skills, foster the acquisition of deep knowledge, and allow for substantive conversation with the teacher and/or peers about subject matter;
b. Help students access and use information, technology, and other resources to become independent learners and problem solvers;
c. Use high expectations for optimal achievement to foster excellence in all students;
d. Practice teaching as both an art and a science;
e. Integrate and transfer knowledge across subject areas and encourage the same among students;
f. Engage students in practical activities that demonstrate the relevance, purpose, and function of subject matter to make connections to the world beyond the classroom; and
g. Access and use updated information and procedures.

4. Effective Learning Environments
The ability to manage and monitor student learning, based on best practice, including the understanding and ability to:
   a. Plan and use different cognitive, affective, and psychomotor strategies to maximize learning and to accommodate differences in the backgrounds, learning styles, disabilities, aptitudes, interests, levels of maturity, and achievement of students;
   b. Use a variety of teaching methodologies and techniques, e.g., lectures, demonstrations, group discussions, cooperative learning, small-group activities, and how to assess one's effectiveness in utilizing them;
   c. Involve and work effectively with all support personnel to maximize opportunities for student achievement and success;
   d. Involve and work effectively with parents and/or guardians to maximize opportunities for student achievement and success;
   e. Differentiate between assessment and evaluation procedures and use appropriate procedures; and

f. Define and accept the legal and ethical responsibilities of teaching, e.g., student retention, corporal punishment, truancy, child abuse, managing conflict, first aid, least restrictive environment, health, and communicable disease.

5. Responsibilities and Relationships to the School, Classroom, and Student
   The ability to systematically organize teaching practices and learn from experiences, including the understanding and ability to:
   a. Identify and use current research in both the subject field and in other areas of practice in the profession;
   b. Exercise good judgment in planning and managing time and other resources to attain goals and objectives;
   c. Maximize the use of instructional time by engaging students in meaningful learning experiences;
   d. Demonstrate an understanding of the economic, social, political, legal, and organizational foundations and functions of schools;
   e. Accept teaching as a lifelong learning process and continue efforts to develop and improve;
   f. Interact successfully with other teachers, parents, students, administrators, counselors, and other support personnel to benefit students and to advance one's own professional development;
   g. Discuss and debate the evolution of education and the teacher's role in a changing society; and
   h. Engage in meaningful self-evaluation and reflect on the professional practice of colleagues.

6. Responsibilities and Relationships to the Greater Community
   Commitment and willingness to participate in learning communities, including the understanding and ability to:
   a. Use community and home resources to enhance school programs;
   b. Design learning activities that involve representatives of volunteer groups, civic and social organizations, and public services agencies;
   c. Demonstrate knowledge of the various communities in which the teacher is a member, including the professional community and local, state, national, and international communities;
   d. Involve professional educators, support personnel, and other stakeholders in collaborative and cooperative planning, decision-making and implementation, to improve educational systems at all levels; and
   e. Interact with parents to maximize the learning of students at school, home, and in the local community.

7. Technology Operations and Concepts
   An ability to use information age learning and technology operations and concepts to enhance learning and personal/professional productivity, including the understanding and ability to:

a. Demonstrate an understanding of, and continued growth in, information age learning and technology operations and concepts;
b. Plan and design effective technology-enhanced learning environments and experiences aligned with the State Board's policy on learning expectations for Michigan students and the Michigan Curriculum Framework for all students;
c. Implement curriculum plans that include technology-enhanced methods and strategies to maximize student learning;
d. Apply technology to facilitate a variety of effective assessment and evaluation strategies;
e. Use technology to enhance professional development, practice, and productivity; and
f. Understand the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in P-12 schools and apply that understanding in practice.

Appendix C: Michigan Professional Educator's Code of Ethics

Preamble: Society has charged public education with trust and responsibility that requires of professional educators the highest ideals and quality service.

The Michigan State Board of Education adopts this Code of Ethics to articulate the ethical standards to which professional educators are expected to adhere in their job performance.

Ethical Standards: The following ethical standards address the professional educator's commitment to the student and the profession.

1. ***Service toward common good***
   Ethical Principle: The professional educator's primary goal is to support the growth and development of all learners for the purpose of creating and sustaining an informed citizenry in a democratic society.

2. ***Mutual respect***
   Ethical principle: Professional educators respect the inherent dignity and worth of each individual.

3. ***Equity***
   Ethical principle: Professional educators advocate the practice of equity. The professional educator advocates for equal access to educational opportunities for each individual.

4. ***Diversity***
   Ethical principle: Professional educators promote cross-cultural awareness by honoring and valuing individual differences and supporting the strengths of all individuals to ensure that instruction reflects the realities and diversity of the world.

5. ***Truth and honesty***
   Ethical principle: Professional educators uphold personal and professional integrity and behave in a trustworthy manner. They adhere to acceptable social practices, current state law, state, and national student assessment guidelines, and exercise sound professional judgment.

Appendix D: Reimbursement for Classroom Teachers and Principals Supervising DM – Pre-Student and Teacher Candidates

SCECHs/ State Continuing Education Clock Hours (former SB-CEU) Credit Program - Guidelines on how educators can earn SCECHs for serving as a supervising teacher to a Detroit Mercy teacher candidate.

Eligibility: Supervision of Teacher candidate Candidates (Only for Cooperating Teachers supervising pre-or teacher candidates)

1. Educators may earn 30 SCECHs per semester. A maximum of 90 SCECHs earned in a five-year period can be used toward certificate renewal.
2. Ten (10) SCECHs may be earned by a classroom teacher who supervises a teacher candidate from Detroit Mercy for a placement period of not less than fifteen weeks.
3. A classroom teacher must prepare and submit to the building principal and/or the teacher preparation institution's representative an evaluation of the teacher candidate's performance.
4. The signature of the building principal on the verification form will provide verification of the successful completion of the professional development assignment.

Application Procedures: Supervision of Teacher candidate Candidates

1. Upon completion of each activity, the educator should:

1. Complete the Verification Form and obtain the appropriate signature(s).
2. Give the pre-or teacher candidate the original, completed form. They will turn it into their course instructor who will give it to Ms. Alexis Burgess, Education Department administrative assistant.

Detroit Mercy, Ms. Alexis Burgess, will upload the educator's SCECHs into MDE's Secure Central Registry (SCR) at the end of the semester. The educator will receive an email from the SCR once the SCECHs have been uploaded. Educators will need to log into the SCR and are required to complete a general evaluation and pay a fee to obtain their SCECHs.

Appendix E: Pre-or Teacher Candidate Clinical Experience 1 & 2 Information for Placement

Must Be Typed

Full Name (First & Last)		Date	
Local Phone		Detroit Mercy Student Number	
Detroit Mercy Course		Detroit Mercy email	
Major(s)		Minor(s)	

You must complete the Semester Course Schedule below. Include **All courses** for which you are registered as well as any other scheduling conflicts. **A printed class schedule will <u>not</u> be accepted.**

Failure to Provide a Complete Schedule Will Jeopardize Your Placement.

	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Questions

Have you been admitted to the teacher education program?	Yes No
Name of High School from which you graduated	
Date of High School Graduated	
Do you have transportation to get to your placement?	Yes No
If no, how do you plan to get to your placement site?	
Do you commute from a city other than Detroit?	Yes No
If yes, from what city do you commute?	
If you commute would a placement near your home be beneficial?	Yes No
If yes, please list two schools nearby your home that you are interested in for your Clinical Experience.	

You must provide **TWO** 4 hour blocks of time that is only in the morning or the afternoon. For example, Monday AM (8-12) and Wednesday PM (12-4).

Monday AM	Tuesday AM	Wednesday AM	Thursday AM	Friday AM
Monday PM	Tuesday PM	Wednesday PM	Thursday PM	Friday PM

*The course instructor works collaboratively with the school and teacher candidate making placements. Classrooms/labs and buildings are selected in cooperation with the school's designated administrator. If a teacher candidate has circumstances that require consideration in placement they are to work collaboratively with the course instructor.

Additional Information:

Attach a current copy of your Internet Criminal History Access Tool Michigan State Police (ICHAT)

Appendix F: Pre-or Teacher Candidate Clinical Experience 1 & 2 Student Autobiography Form

Must Be Typed

Full Name (First & Last)		Detroit Mercy Course	
Local Phone		Cell Phone	
Detroit Mercy Student Number		Detroit Mercy email	
		Semester	
Major(s)		Minor(s)	

Please type and respond in **complete sentences** to the following four (4) questions:

1. What information about yourself would you like your cooperating teacher or building administrator to know?
2. What are your career goals in education?
3. In addition to meeting course requirements, what would you like your Pre-or Teacher Candidate Clinical Experience to provide?
4. What experiences have you had working with students, especially at the level of your anticipated certification/endorsement?

Appendix G: Pre-or Teacher Candidate Clinical Experience 1 & 2 Lesson Evaluation

(Appendix G: is not used in EDU 4000/5001 & EDU 4400/5041)

To be Completed by Student

Student:		Detroit Mercy Student Number:
Date:		Course:
Lesson Topic:	Grade Level:	Number of Student(s):
Whole Class:	Small Group:	Length of Lesson (in min):

To be Completed by Cooperating Teacher

Did the student provide you with a typed copy of the lesson plan before the lesson was presented?
Yes _____ No _____

Competency Categories:

0	1	2	3	4
Not Applicable	Not at all Agree	Somewhat Agree	Mostly Agree	Strongly Agree

Planning:	
Used state and local learning standards to plan instruction	0 1 2 3 4
Developed lesson that builds on students' experiences, interests and abilities	0 1 2 3 4
Integrated educational technology into classroom instruction	0 1 2 3 4
Planned for all learners; including but not limited to those with disabilities; development delays; gifted, and talented; at-risk and ESL	0 1 2 3 4

Teaching:	
Taught the core concepts of the assigned subject area	0 1 2 3 4
Related classroom learning to the real world	0 1 2 3 4
Integrated subject matter with other content areas	0 1 2 3 4
Used a variety of teaching strategies to meet the different needs of students	0 1 2 3 4
Helped students become self-motivated and self-directed	0 1 2 3 4
Supports the use of available technology in student work	0 1 2 3 4

Assessment:	
Use authentic assessment	0 1 2 3 4
Used assessment to guide instruction and/or reflect on student learning	0 1 2 3 4
Adapt assessments to differentiate students learning needs	0 1 2 3 4

Comments:

Cooperating Teacher: _____ School: _____

Date: _____

Copies: Teacher Education Program Department, Detroit Mercy Faculty, Student

Appendix H: Pre-or Teacher Candidate Clinical Experience 1 and 2 Mid-Term Evaluation

To be Completed by Student

Student:		Detroit Mercy Student #:
Date:		Course:
Lesson Topic:	Grade Level:	Number of Student(s):
Whole Class:	Small Group:	Length of Lesson (in min):

To be Completed by Cooperating Teacher

Student has attended as scheduled Yes _____ No _____

Student is punctual Yes _____ No _____

Number of Absences: _____

Competency Categories:

0	1	2	3	4
Not Applicable	Not at all Agree	Somewhat Agree	Mostly Agree	Strongly Agree

Learning Environment:	
Maximizes academic learning time	0 1 2 3 4
Manages the classroom effectively: establishes policies, procedures and expectations	0 1 2 3 4
Builds rapport with students	0 1 2 3 4
Treats all learners with equity	0 1 2 3 4

Professionalism:	
Behaves ethically in the variety of situations faced as a teacher	0 1 2 3 4
Collaborates with teacher on professional issues	0 1 2 3 4
Participates in professional growth opportunities	0 1 2 3 4
Demonstrates understanding of multiple perspectives and individual differences	0 1 2 3 4
Use technology to organize and keep material records	0 1 2 3 4
Demonstrates responsible citizenship	0 1 2 3 4

Communication Skills:	
Communicates information about student's progress to appropriate	0 1 2 3 4
teacher of record and/or parent/guardian	0 1 2 3 4
Communicates effectively in writing	0 1 2 3 4
Effective oral communication	0 1 2 3 4
Communicates in ways appropriate to the professional context	

Strengths and Area of Focus:

Teaching Potential: (low) 1 2 3 4 (high)

Comments:

Cooperating Teacher: _____ School: _____

Date: _____

Copies: Teacher Education Program Department, Detroit Mercy Faculty, Student

Appendix I: Pre-or Teacher Candidate Clinical Experience 1 and 2 Final Evaluation

To be Completed by Student

Student:		Detroit Mercy Student #:
Date:		Course:
Lesson Topic:	Grade Level:	Number of Student(s):
Whole Class:	Small Group:	Length of Lesson (in min):

To be Completed by Cooperating Teacher

Student has attended as scheduled Yes _____ No _____

Student is punctual Yes _____ No _____

Number of Absences: _____

Competency Categories:

0	1	2	3	4
Not Applicable	Not at all Agree	Somewhat Agree	Mostly Agree	Strongly Agree

Learning Environment:	
Maximizes academic learning time	0 1 2 3 4
Manages the classroom effectively: establishes policies, procedures and expectations	0 1 2 3 4
Builds rapport with students	0 1 2 3 4
Treats all learners with equity	0 1 2 3 4

Professionalism:	
Behaves ethically in the variety of situations faced as a teacher	0 1 2 3 4
Collaborates with teacher on professional issues	0 1 2 3 4
Participates in professional growth opportunities	0 1 2 3 4
Demonstrates understanding of multiple perspectives and individual differences	0 1 2 3 4
Use technology to organize and keep materials records	0 1 2 3 4
Demonstrates responsible citizenship	0 1 2 3 4

Communication Skills:	
Communicates information about student's progress to appropriate	0 1 2 3 4
teacher of record and/or parent/guardian	0 1 2 3 4
Communicates effectively in writing	0 1 2 3 4
Effective oral communication	0 1 2 3 4
Communicates in ways appropriate to the professional context	

Strengths and Area of Focus:

Teaching Potential: (low) 1 2 3 4 (high)

Comments:

Cooperating Teacher: _____ School: _____

Date: _____

Copies: Teacher Education Program Department, Detroit Mercy Faculty, Student

Appendix J: Pre-or Teacher Candidate Clinical Experience 1 and 2 Attendance Record

Student:	Detroit Mercy Student #:
Date:	Course:
Grade Level:	School:
Diversity: Race/Ethnicity ___ SES ___ K-12 Non-Urban School Setting ____	Gender ___ Exceptionalities ___ ESL ___ K-12 Urban School Setting ____
Cooperating Teacher:	PIC Number:

Each time you visit your host school, record the information requested in the spaces below. This form must be turned in with your final evaluation to receive credit for your Pre-or Teacher Candidate Clinical Experience.

Date	Hours (Total) (e.g., 8:00-12:00 (4)	Cooperating Teacher
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		