University of Detroit Mercy

Teacher Education

Pre-or Teacher Candidate Clinical

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.

Teacher Education Council Faculty & Staff

Dr. Donald DiPaolo, dipaoldo @udmercy.edu Faculty 313-oohaDr.iDiP Eesh -

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

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. x
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 needme6lTc 0 Tw0t 12 (he)-5

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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 Candi0 Td [(E)4t1.1e

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 Tedi(er)7 ( )]TJ -0.4.4Tw 3.95 0 Td [(i)6 (r)6.9 (da)10 (e t)2 0 Td [(C)6 (

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 Professional & Personal Disposition Index/Interview (P&PDI/I), 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), P&PDI/I, and Teacher Work Sample (TWS). 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 instructio (t)2 (i)6.1 TD [(c)4 (om)-3 ve feeco (k)(c)0d(s)14e c0.00iec6 her0T

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.

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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

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

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 other than

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	

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.

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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.

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 0 Tc 0 l?ow9 P

candidates should experience planning, teaching and evaluation of activities by actively participating

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 progra

Appendix B: Entry-

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***

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 candidate for 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.

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?	

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	

[redacted]

l-Term Evaluation

				4
Not Applicable	Not at all Agree	Somewhat Agree	Mostly Agree	Strongly Agree

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

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:

Appendix: K: **State of MI SCECH Program**

Authority:R 390.1152 of P.A. 287. Section 10. 1984.

	6. This non-traditional activity may only be used a maximum of three (3) times toward certificate renewal within an educator's certificate renewal period.
Category	Supervising Pre-Teaching/Pre-Service Student
Prerequisites	None

Appendix L: **SCECH Participant Verification Form**:

STATE CONTINUING EDUCATION CLOCK HOURS (SCECHs)
PARTICIPANT VERIFICATION FORM

Supervision of Pre-Teaching/Mid-tier/Pre-Service Student

This form must be completed for eligible participants to receive SCECHs for participation in the Supervision of Pre-Teaching/Mid-tier/Pre-Service Student program. It must be accompanied by a log recording the actual time spent with the student. This program offers a range of 3 to 15 SCECHs recorded on the log.

**Each school-based non-traditional activity may only [illegible]

- Teaching/Mid-tier/Pre-Service Student to the building principal for the application period.

c. All supervisory hours must be documented by keeping a log of activities and contact with student.
d. The building principal must sign the verification form, which includes a log of time spent with the student, to provide verification of the successful completion of the assignment.

Supervision of Pre-Teaching/Mid-tier/Pre-Service Student

Criteria for Eligibility:

a. A teacher may earn up to fifteen (15) SCECHs for supervising a higher education student doing their Pre-Teaching/Mid-tier/Pre-Service observation