College of Liberal Arts & Education

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

College of Liberal Arts and Education

Contact Information

Dean's Office

Dr. Mark Denham, Dean

313-993-3250

Education Department

Dr. Alan Grigg, Department Chair

griggae@udmercy.edu

313-993-1475

Clinical Experience Supervisor

Ms. Patricia Gajewski

gajewspa@udmercy.edu

313-993-1472

Administrative Specialist Department of Education

Ms. Alexis Burgess, Administrative Assistant, burgesam@udmercy.edu 313-993-1464

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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 313-993-1470

Dr. Isaiah McKinnon, mckinnoi@udmercy.edu Faculty 313-993-1484

Dr. Karen Selby, selbykl @udmercy.edu Faculty 313-993-1486

Dr. Jaiwen Wang, wangji7 @udmercy.edu Faculty 313-993-1487

Dr. Alan Grigg, griggae@udmercy.edu Department Chair 313-993-1475

Ms. Alexis Burgess, burgesam@udmercy.edu Administrative Specialist 313-993-1464

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.