



College of Liberal Arts & Education

Education Teacher Candidate HANDBOOK

Clinical Experience: Phase 3

McNichols Campus
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Detroit, MI 48221-3038

July 2017

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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

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:

II. OVERVIEW OF THE CLINICAL EXPERIENCE

A. Purpose

Clinical experience is viewed by the Education Department at Detroit Mercy as a pivotal professional experience during which time the Student Teacher demonstrates the knowledge, skills and abilities developed through a planned program of study. There are three major participants in the clinical experience:

The Student Teacher comes prepared to act both as a learner and as a co-teacher. As a learner, the Student Teacher brings observational and reflective skills to the classroom to deepen an understanding of the teaching/learning process. As a co-teacher, these same skills help the Student Teacher become active as instructional responsibilities increase throughout the internship.

The Cooperating Teacher is a certified teacher chosen by the district because of exemplary teaching skills in teaching. The Cooperating Teacher provides daily support, needed challenges, input, feedback, and advice based on observations of the Student Teacher. Information gained from the Cooperating Teacher's observations is used to provide an informative critique of the Student Teacher's teaching strategies, knowledge, and skills.

The College Supervisor works collaboratively with the Cooperating Teacher and the Student Teacher in providing the most effective learning experiences within the clinical experience contact. The College Supervisor visits the Student Teacher's classroom at least four times to observe the Student Teacher in action, consults with the Cooperating Teacher regarding the Student Teacher's development, and confers with the Student Teacher to discuss progress and challenges. In addition to the ongoing assessment of the Student Teacher's work in the classroom, the College Supervisor (with the Cooperating Teacher) formally evaluates the Student Teacher's performance (mid-term and final).

B. Clinical Experience Goals

Student Teachers have had many teaching opportunities through various on-site experiences connected with courses taken prior to clinical experience. Therefore, the student is expected to engage in actual teaching early in the placement. There should be one or two weeks of participant observation which leads into actual teaching. During this observation period, the student should take part in numerous activities, including opportunities to share in planning with the Cooperating Teacher. As confidence builds, the Student Teacher extends the actual time of teaching each day as the Cooperating Teacher gradually increases the time the student is allowed to be in charge of the room.

The Department of Education views the following twelve specific competencies as the primary goals to be achieved by the Student Teacher in the clinical experience. It is expected that each Student Teacher will demonstrate:

- 1) Ability to integrate theory learned into the reality of classroom practice.
- 2) Academic knowledge, skills, and expertise to proficiently teach.
- 3) Competencies in the chosen area of study.

4) A comfortable teaching style.

5) Ability to plan, manage, assess and instruct proficiently.

F. Duration of the Clinical Experience Contact

The clinical experience contact for students seeking elementary or secondary level certification will consist of a full-day, 15-week contact, of academic credit. The beginning date for either the Fall or Winter Term is the first day of school for school personnel in the cooperating school district. The ending date for clinical experience is scheduled by the College Supervisor in coordination with the Chair of the Education Department and made available to students' during the semester prior to their clinical experience semester.

Students seeking Special Education endorsement are required to complete two semesters of clinical experience—one semester of general education clinical experience at the desired level of certification (i.e., elementary or secondary); and, one semester of Special Education clinical experience in major (i.e., Learning Disabilities or Emotionally Impaired). The general education clinical experience placement will be determined by the student's advisor in order to meet K-12 requirements. The Special Education clinical experience will follow the general education clinical experience placement. Each clinical experience placement is full-day, 15-week contact, and semester hours of academic credit will be determined by the student's advisor for students seeking Special Education certification.

M. Portfolio

Each teacher candidate is expected to develop a professional electronic portfolio over the course of study at Detroit Mercy. Throughout the course of study, teacher candidates will be provided additional information and guidance regarding appropriate artifact usage in the development of their professional portfolio.

N. Professionalism and Ethics

Students are expected to maintain a professional attitude in regard to all of their activities undertaken during the clinical experience, including appropriate dress, speech and personal habits. The beliefs and values of Detroit Mercy regarding professionalism are enumerated in the Teacher Candidate's Code of Professional Ethics. Particular care should be taken with the rights of privacy of children and parents. When a Student Teacher is unsure of the procedure to be followed in a given situation, the Student Teacher should consult the Cooperating Teacher. If the Cooperating Teacher is unavailable, the student should consult with appropriate administrative personnel or College Supervisor.

Student teachers are further advised that the cooperating schools extend a professional courtesy to Detroit Mercy through the placement of student teachers. Because of this professional relationship, no student teacher is to make unprofessional remarks about the school's philosophy of education, methods of teaching, or personnel.

O. Seminars

Student teachers are required to attend all seminars at Detroit Mercy. A student teacher, who fails to attend a seminar, whether the absence is excused or unexcused, is responsible for all announcements and information. The unexcused absences incurred may extend the current assignment. This includes leaving the seminar early.

The date and time of each seminar is included on the Student Teacher Placement Form. Student teachers should be sure to note these times and allow ample time to arrive promptly. Punctuality and participation are essential and indicate professional behavior. Absenteeism or partial attendance will affect the issuance of recommendation letters from University personnel.

P. Substitution

The Student teacher assumes resp5 (t9(s an)5 (dunTd ()Tj 3 (12.1dh61n (nd)dw 6.42 0 [(P)

- Establish a working relationship with the college supervisor
- Review the student teacher's weekly lesson plans and provide input as necessary
- Make two or three classroom observations weekly
- Confer with the student teacher weekly and provide conference reports to the college supervisor
- Complete and submit the Mid-term and Final Evaluation forms in a timely manner.

IV. ROLES RESPONSIBILITIES OF THE SCHOOL AND SUPERVISING PERSONNEL

The School Principal (or designee), Cooperating Teacher and College Supervisor significantly impact the quality of the clinical experience. The following describe the roles and responsibilities of these three figures.

A. The Principal/Designee

The role of the principal is to provide leadership and to initiate the Student Teacher into the culture of the school. The Principal/Designee facilitates and promotes professional development for the Student Teacher by:

1. Developing with the faculty the concept that participation in pre-professional training the growth and development of a teacher-is a stimulating professional opportunity community. This assistance may include:
 - a. Placing the Student Teacher's name on sign-in sheets, etc.
 - b. Encouraging Student Teachers to attend teachers' meetings.
 - c. Introducing the Student Teacher to school personnel, custodians, nurses, central office personnel, etc., as appropriate.
 - d. Assisting in the scheduling visitations to other classrooms, central resource centers, etc.
 - e. Providing for the selection of a highly-qualified cooperating teacher, fully certified, preferably with 3-5 years of teaching experience in the teaching field, and with a genuine willingness to accept and supervise a Student Teacher.
2. Orienting the Student Teacher to the philosophy; policies and procedures of the school; physical plant; staff and community.
3. Acquainting the Student Teacher with special services provided for students.
4. Providing ongoing assistance and support to the Student Teacher in the development of appropriate professional relationships with faculty, staff, parents, students and
5. Participating, if possible, in the observation and evaluation of the Student Teacher's student and

8. Orienting the Student Teacher to the philosophy; policies and procedures of the school; physical plant; staff and community.
9. Acquainting the Student Teacher with special services provided for students.
10. Providing ongoing assistance and support to the Student Teacher in the development of appropriate professional relationships with faculty, staff, parents, students and
11. Participating, if possible, in the observation and evaluation of the Student Teacher's progress. This may include:
 - a. Conferring with the College Supervisor and Cooperating Teacher on the progress of the Student Teacher.
 - b. Ensuring that any conflicts are resolved swiftly and amiably.

B. The Cooperating Teacher

The Cooperating Teacher models, guides, challenges, and mentors the Student Teacher, initiating the Student Teacher into the profession of teaching and into the role of the teacher by helping the Student Teacher develop effective classroom practices and a stimulating learning environment. The Cooperating Teacher provides intensive support to the Student Teacher through the following venues:

Orientation . The Cooperating Teacher provides opportunities for the Student Teacher to become familiar with the classroom, the facilities, the staff and the policies of the school. This is accomplished through:

1. Providing a general tour of the building(s), including the faculty lounge;
2. Introducing the Student Teacher to the principal, faculty and staff;
3. Explaining procedures for faculty parking, meals or other faculty details;
4. Explaining location and procedures for using the learning center and/or library, faculty resource center, computers, paper and other instructional materials;
5. Making available curriculum guides and course outlines, especially for courses the student teacher will be teaching;
6. Allowing the use of teaching manuals and other materials to augment lesson plans;
7. Discussing student attendance, tardiness and discipline policies within both the classroom and the school. Providing copies of the student handbook and the faculty handbook;
8. Providing necessary background information on students to assist in creating appropriate learning environments and lessons;
9. Discussing the school and classroom grading procedures;
10. Reviewing procedures for accessing student records;
11. Reviewing the daily/weekly classroom work schedule and school calendar in place during the period of clinical experience assignment;
12. Reviewing observation/evaluation forms and establishing mutual goals;
13. Providing a work space for the Student Teacher within the assigned classroom;
14. Providing a calendar of scheduled events such as faculty meetings, PTA/PTO meetings. etc. so that the Student Teacher can attend them; and
15. Discussing and demonstrating effective methods for working with parents. The professional modeling by the Cooperating Teacher is vital to the clinical experience. The Student Teacher will initially learn through observing the Cooperating Teacher.

Cooperating Teacher . However, in order to implement the agreed-upon goals, Cooperating Teachers should gradually encourage the student to assume full classroom responsibilities. Generally, it is expected that Student Teachers will not be left unsupervised while teaching. However, it is expected that all student teachers will teach independently and without direct supervision for the entire day, no later than week four of the contact.

Transition to Full -Time Teaching. The Cooperating Teacher is a professional who is willing to help guide and supervise the Student Teacher. The Student Teacher will be required to develop satisfactory plans for teaching, with the assistance of the Cooperating Teacher. All teaching plans will be approved by the Cooperating Teacher prior to implementation. A Lesson Plan Format is included in the Appendix of this handbook. Suggestions concerning instructional techniques, selection of materials, appropriate assignments, evaluation of pupil progress, management of classroom routines, classroom management, classroom discussions, etc. are many of the areas in which the Cooperating Teacher can facilitate the growth of the Student Teacher. The Lesson Delivery Checklist (see Appendix) can be used by the Cooperating Teacher to guide feedback to the Student Teacher.

The following are suggested tasks for the Cooperating Teacher to initiate and provide for the Student Teacher during the opening weeks of the clinical experience assignment. The purpose of these experiences is to provide smooth transition for the Student Teacher to full-time teaching later in the assignment:

1. Tutor one-to-one;
2. Instruct small groups;
3. Lead short classroom activities;
4. Perform teacher administrative tasks;
5. Administer "make-up" tests or assignments;
6. Correct, grade and record student work;
7. Teach in a team approach with the Cooperating Teacher;
8. Supervise pupils' work during independent study time;

such as staffing's (where appropriate), parent conferences, in-service activities, Individualized Education Program Committee meetings, etc.

Evaluation. Cooperating Teachers are requested to complete two evaluation forms, one at mid-term and the other at the conclusion of clinical experience. College Supervisor rely upon this input from Cooperating Teachers for grading purposes. Student teachers may receive an "I" (Incomplete) grade until evaluation forms are returned. The deadline for returning evaluation forms is the last Clinical Experience Seminar. Cooperating Teachers should meet with students to discuss the evaluation form prior to returning it. The form must be signed by the Cooperating Teacher, Student Teacher, and College Supervisor. In signing the form, a student is acknowledging only that the evaluation was discussed and not that she/he is in agreement with the evaluation. In addition to the evaluation forms, College Supervisors welcome and appreciate informal comments from the Cooperating Teachers regarding student teachers' progress.

SCECH's. Detroit Mercy provides each Cooperating Teacher with 25 SCECH's (State of Michigan Continuing Education Clock Hours). See Appendix H for information from the State of Michigan on receiving Credits. See Appendix I for the participation form to receive SCECH's.

C. The College Supervisor

Student Teachers are supervised by qualified University personnel who interact in a collaborative manner with the Student Teacher and the cooperating school administration and faculty. It is the responsibility of the College Supervisor to visit the classroom of the Student Teacher at intervals to observe teaching, to make such suggestions and evaluations as may be needed, and to confer with the Cooperating Teacher concerning the work and progress of the Student Teacher.

In order to carry out these objectives, the College Supervisor will:

1. Develop dialogue between the University and the school by introducing her/himself to the Cooperating Teacher and the Principal and informing the school of her/his presence in the building each time a visit is made.
2. Assist the student teacher by presenting the supervision requirements to the Cooperating Teacher.
3. Present difficulties or problems pertaining to the clinical experience to the Chair of the Education Department.
4. Assist in the evaluation and revision of the Clinical experience program.
5. College Supervisor will meet with the Chair of the Education Department for annual training or as needed.
6. Attend and participate in the Clinical Experience Seminar, at the request of the Chair of the Education Department.
7. Submit Travel Reimbursement Forms at the end of the semester.
8. Adhere to all due dates for filing classroom observations, mid-term and final evaluations and the final narrative. (All completed and signed forms should be submitted to the College Supervisor.)
9. Make a Courtesy Call within the first two weeks of the contact to assure that the placement is satisfactory, that no major problems exist, and to enable the Student Teacher Coordinator to make a change in placement, if necessary, in a timely

manner. During this visit, an introduction to the Principal and Cooperating Teacher should be made, as well as an expression of the University's gratitude toward those helping to make this clinical experience possible.

10. Maintain clinical experience records and transmit them and the final grade (P or F) on the Final Narrative Form to the Student Teacher Coordinator. (Also, submitted at this time is the Cooperating Teacher's Final Evaluation. All signatures must be affixed to each form before submitting.)

Observation duties of the College Supervisor include:

1. Visiting and observing the Student Teacher a minimum of four times or as needed during the clinical experience in order to:
 - a. Supervise the student teacher for the entire instructional period per observation.
 - b. Review lesson plans and log.
 - c. Provide the Student Teacher with concrete pedagogical recommendations during post-observation conferences. A copy of the completed observation form is provided the student (and frequently the Cooperating Teacher) at this time.
 - d. Collaborate with the Cooperating Teacher to formatively and summatively evaluate the Student Teacher, including meetings with the Student Teacher present, mid-term evaluation of the Student Teacher and a final evaluation upon which the student's grade is assessed.
2. Conferring with both the student teacher and College Supervisor (individually and/or together).
3. Determining t

Appendix A: Provisional Certificate Applicant Checklist

Please allow this to serve as a checklist for yourself. This will help you to ensure that the proper items are in order to complete your certification file. After the following items are received by Detroit Mercy, please allow 4-6 weeks for your application to be processed. As a reminder, transcripts for certification are separate from transcripts for your student file. It is the applicant's responsibility to make sure that all items are sent to the Certification Officer at Detroit Mercy.

Your application will be complete upon receiving the following items:

1. Teacher's Oath;
2. Official Detroit Mercy transcript*;
- 3.

C9. Integrates content across disciplines	1 2 3 4 5
C10. Enhances learning to a global and international perspective	1 2 3 4 5
C11. Demonstrates knowledge of screening, testing, and/or assessing techniques (formative & summative)	1 2 3 4 5
C12. Discerns when to use whole group, individualized, and/or differentiated instruction	1 2 3 4 5
C13. Develops the skills of language and literacy to provide the foundation for the learning process	1 2 3 4 5

REFLECTIVE THINKER

D. Exhibits critical thinking and decision making skills	
D1. Enhances and reflects upon teaching practices by self-evaluation and self-reflection	1 2 3 4 5
D2. Challenges students to think critically	1 2 3 4 5
E. Utilizes creative judgment in teaching process	
E1. Provides lessons which challenge and interest students	1 2 3 4 5
E2. Stimulates learning process by creative activity	1 2 3 4 5
E3. Engages students in independent and collaborative learning	1 2 3 4 5

MORAL AGENT

MORAL AGENT

F. Views students as able, competent and responsible persons	
F1. Sets and maintains high behavioral expectations	1 2 3 4 5
F2. Relates well as teacher to students, parents, other teachers, and school community	1 2 3 4 5
F3. Encourages the development of student's positive self-concept	1 2 3 4 5

Demonstrates positive attributes

H1. Exhibits poise and self-confidence	1 2 3 4 5
H2. Demonstrates interest and enthusiasm in teaching	1 2 3 4 5
H3. Receives suggestions and criticism gratefully	1 2 3 4 5
H4. Demonstrates sensitivity to the feeling of others	1 2 3 4 5
H5. Relates to students with consistency and fairness	1 2 3 4 5
H6. Maintains a personal appearance of well-being	1 2 3 4 5

I. Behaves in an ethical, professional manner

I1. Respects the confidentiality demanded of the teaching profession	1 2 3 4 5
I2. Demonstrates promptness	1 2 3 4 5

College Supervisor's Comments:

Appendix C: College Supervisor's Observation Form

**B.PERFORMANCE - PERSONAL AND PROFESSIONAL QUALITIES
DEMONSTRATED BY TEACHER CANDIDATE**

B 1. Practices self- evaluation and self- reflection	1 2 3 4 5
B 2. Demonstrates sensitivity to learner differences	1 2 3 4 5
B 3. Exhibits rapport with learners	1 2 3 4 5
B 4. Discerns when to use whole group, individualized and/or differentiation	1 2 3 4 5
B 5. Sets and maintains high behavioral expectations	1 2 3 4 5
B 6. Brings relevancy into student classroom instruction	1 2 3 4 5
B 7. Works well with teachers, parents, administration, and school community	1 2 3 4 5
B 8. Exhibits enthusiasm and interest in role of teacher	1 2 3 4 5

Appendix D:

C 5. Assesses to present appropriate content	1 2 3 4 5
C 6. Engages students in the learning process	1 2 3 4 5
C 7. Assesses student progress on an on-going basis and accommodates instruction accordingly	1 2 3 4 5
C 8. Exhibits mastery and knowledge in content instruction	1 2 3 4 5
C 9. Incorporates the skills of language and literacy to promote learning	1 2 3 4 5
C10. Develops lessons that reflect content, State, and Common Core Standards	1 2 3 4 5
D. PROFESSIONAL GROWTH AND DEVELOPMENT	
D 1. Displays evidence of professional growth and participation in Special Education in-service sessions	1 2 3 4 5
D 2. Demonstrates awareness of current trends in Special Education	1 2 3 4 5
D 3. Provides in-service on Special Education Services to school staff upon request	1 2 3 4 5
D 4. Plans for professional self-development	1 2 3 4 5
E. PERSONAL TRAITS	
E 1. Poise, self-confidence, enthusiasm and optimism	1 2 3 4 5
E 2. Punctuality	1 2 3 4 5
E 3. Dependability	1 2 3 4 5
E 4. Acceptable speech and grammar	1 2 3 4 5
E 5. Effective communication with students, parents and other adults	1 2 3 4 5
E 6. Discreet handling of confidential information	1 2 3 4 5
E 7. Unbiased attitude (e.g. race, creed, sex, religion or disability)	1 2 3 4 5
E 8. Utilizes suggestions for improvement	1 2 3 4 5

Appendix E: Cooperating Teacher's Final Assessment Form

Appendix H: State Continuing Education Clock Hours

Authority: R 390.1152 of P.A. 287. Section 10. 1984.
COMPLETION: Voluntary. Approval will not be granted without completion.

OFFICE OF PROFESSIONAL
PREPARATION SERVICES
P.O. Box 30008, Lansing Michigan
48909
Phone: (517) 241-4928

PROGRAM APPROVAL APPLICATION FOR
STATE CONTINUING EDUCATION CLOCK HOURS (SCECH)

Program Title 2017-

Category	Supervising/Cooperating Teacher (Non-Content)		
Prerequisites	None		
Attendance Method / Internal Notes	Verification Form		
Conference	No	Participant Fee \$	0
Total Contact Hours	25	Range of Hours	-

Program Descriptors Teacher--Supervising/Cooperating

Appendix I: SCECH Participation Form

STATE CONTINUING EDUCATION CLOCK HOURS (SCECHs)
PARTICIPANT VERIFICATION FORM

Supervision of PreTeaching/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 earns a range of 3 to 15 SCECHs recorded on the log.

**Each school-based nontraditional activity may only be used a maximum of three (3) times toward certificate renewal within an educator's certificate renewal period. A maximum of 15 SCECHs may be earned per semester.

A completed copy of this form must be filed with the SCECH Sponsor no more than 30 calendar days after the end date of the activity.

(Type or Print)

Name	
Email Address	PIC
Name of School District Where Employed	
Name of School Where Assigned	

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

a.

Appendix J: SCECH Participation Log



State Continuing Education Clock Hours (SCECHs) Participation Log

UDM Student Name: _ _

Clinical Teacher Name: _

Dn

Cn

Dn# : _

Cn# : _
GcAn

Da

Eda

~~SECH #~~
SECH # ~~of~~ SECHs
SECH # ~~of~~ SECHs

Visit #	Date	Hours This Visit	Total Hrs. Observed at the End of This Visit	Clinical Teacher Signature

~~SECH~~

P - Cn

SECH : _

SECH : _