

College of Liberal Arts & Education

**Education
Pre-Teaching &
Teaching Candidate
Handbook**

***Clinical Experience:
Phases 1 & 2 of 3***

McNichols Campus
Reno Hall, Room 247
4001 West McNichols
Detroit, MI 48221-3038

July 2019

University of Detroit Mercy

Teacher Education

Pre-or Teacher Candidate Clinical Experience Handbook

Academic Year 2019-2020

Pre-or Teacher Candidate: _____

Cooperating Teacher(s): _____

Contact Information: _____

School(s)/School District: _____

Detroit Mercy Fieldwork Faculty: _____

Other: _____

College of Liberal Arts & Education

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Table of Contents

1. Introduction Overview.....	1
Teacher Education Council Faculty & Staff	1
Teacher Education at the University of Detroit Mercy.....	2
2. DETROIT MERCY	

1. Introduction Overview

Teaching is a wonderful privilege! It is a profession that is not learned overnight, or through one pre

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

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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

2. DETROIT MERCY Educator Code of Professional Ethics

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.

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 career10 (t)2 (ea

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 with 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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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,

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

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-

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 Gatewas()TjoD3

your host school. The pre-

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.

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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 recom.74 -1.[se)-4 ducationi. (at)2 (i)6pate 10.1i. (ate i)6 (n l an)10 (d)J-0.,14 (()10.14 (at

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

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 student to ensure that all prerequisites are met. Tc 0.004 81 27.72 ref152.76 122.28 0.481 50.96 0.48 69 ref422.52 150.96

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.

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

4.

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 s

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.
- **SCECH's.** Detroit Mercy provides each Cooperating Teacher with 15 SCECH's(State of Michigan Continuing Education Clock Hours). See Appendix K for information from the State of

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, PowerPoint932 Tdalrate antc -0.14 (ls4 (t)2 (r)7 (o.73 0 T1beo c)4)14 uTw 29.47 0 Td[pr]-3 (o)-10

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 state 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.

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

- 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

- 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

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 not 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? If no, how do you plan to get to your placement site?	Yes	No

You must provide **TWO**

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

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:

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: _____

Communication Skills:	
Communicates information about student's progress to appropriate 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: _____

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:	0	1	2	3	4
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:	0	1	2	3	4
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

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:

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

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

COMPLETION: Voluntary. Approval will not be granted without completion.

	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
Attendance Method / Internal Notes	Verification Form

Conference

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



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 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

(Type or Print)

Name	
Email Address	PIC
Name of School District Where Employed	
Name of School Where Assigned	
Name of Assignee	
Beginning Date of Professional Activity	Completion Date of Professional Activity

Supervising Teacher Signature

Date

I certify the criteria to receive SCECHs for the above activity has been met and the required documentation pertaining to the activity has been reviewed. This documentation is:

The Supervising Teacher has completed _____ hours with the student.
(between 3-15)

Building Principal/District Superintendent Signature

Date

SCECH Coordinator Signature

Date

SCECH Program Approval Number

SCECHs Awarded

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.
- b. A supervisor for a Pre-Teaching/Mid-tier/Pre-Service student must provide a letter of recommendation from the student's supervisor.

