UNIVERSITY OF
DETROIT MERCY
Build A Boundless Future

College of Liberal Arts & Education

Education
Teacher Candidate
HANDBOOK
Clinical Experience:
Phase 3

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I. TEACHER EDUCATION AT DETROIT MERCY

A. Mission of the Education Department

The mission of the Education Department is to produce graduates who are ethical, value-directed persons possessing a scholarly mastery of subject matter, who recognize that all children can learn, and who engage students in an interactive, dynamic process of learning. This mission is based upon a vision of teacher as scholar, teacher as an inquiring educator, and teacher as moral agent. The Code of Professional Ethics on the following page details this mission more fully.

B. Conceptual Framework of the Education Department

The Department's mission is implemented through its Conceptual Framework, which addresses the following dimensions of the role of the educator:

> A *scholar* who uses the research-knowledge base for teaching integrated with the liberal arts and science disciplines;
>
> An *inquirer* who is skilled in decision-making and in ethical, critical, and reflective thinking; and
>
> A *moral agent* whose values reflect those of Detroit Mercy and the Department of Education's Professional Code of Ethics.

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

A *scholar* who:

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

An *inquirer* who:

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

A *moral agent* who:

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

To this end, Detroit Mercy students integrate the Teacher Candidate's Code of Professional Ethics into professional practice and life. This document is reproduced on the following page.

DETROIT MERCY Educator Code of Professional Ethics

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

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

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

Regarding Professional Competency, the Educator shall

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

Regarding Students, the Educator shall

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

Regarding Parents, the Educator shall:

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

Regarding the School System, the Educator shall

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

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.

6) Proficient methodology.

7) Successful teaching and learning.

8) Ability to assess self and the environment, especially in addressing multiple types of learner needs.

9) Capacity to energize the classroom experience in facets of human growth potential.

10) Enjoyment of learning as the pathway toward future professional growth and development.

11) Skills necessary for establishing good working relationships with students, staff, faculty, administrators, parents and the community.

12) Fairness, honesty, and objectivity in activities and relationships.

C. Admission Criteria for Clinical Experience

The prerequisites for clinical experience are:

1. Acceptance into the Teacher Education Program.

2. The undergraduate clinical experience placement will determine the semester hours in cooperation with your advisor.

3. Completion of all curriculum methods courses with grades of "C" or better or concurrent registration in these during term preceding clinical experience;

4. Completion of 96 semester credit hours with a minimum of 24 in the teaching major and in the teaching minor;

5. Earned a 3.0 Grade Point Average in the academic curriculum in the teaching major and minor, as well as, the professional education sequence of courses;

6. Completion of 40 clock hours (i.e. EDU 4000 requires 20 hours) of field experience working with groups of children at the age level of certification; and

7. Submission of a negative TB test.

Because of the capstone nature of the clinical experience it is **not advisable for the student teacher to do any coursework simultaneous with clinical experience**. Doing so should be discussed thoroughly with one's advisor and any exceptions to this practice must have the approval of the Teacher Education Council before the student registers for clinical experience.

D. Application Process for Clinical Experience

Each applicant for clinical experience must submit an application form obtained from the Education Office. A personal interview with the College Supervisor will be set when the application is completed and returned to the Education Office. To complete the application, the student needs to:

1. Complete Application Coversheet for Clinical Experience
2. Verify that necessary courses have been taken
3. Submit typed Student Teacher Data Packet (**original and one copy**)
4. Submit evidence of acceptance into the Teacher Education Program
5. Provide negative TB test results

Completed applications are returned directly to the Education Office Student Teacher. Deadlines for submission are:

February 1 for Term I (Fall) placement
October I for Term II (Winter) placement

No clinical experience placements are made during Summer Terms (I, II, and/or III).

Application to clinical experience does not secure or guarantee placement. Each application will be reviewed according to the five criteria listed above. Every effort will be made to process all applications in a timely manner. The application of any applicant not meeting all of the qualifications will be reviewed by the Teacher Education Council and the Council's decision will be communicated to the applicant.

E. Placement Process for Clinical Experience

The Education Department at Detroit Mercy has professional partnerships with several public and private schools. For that reason, these schools are given preference as placement sites for student teachers. Contacts are made with school district central office personnel and private/parochial school principals **only** by the College Supervisor.

Detroit Mercy places students. We are mindful of placing teacher candidates close to where they live. Multiple factors affect the securing of placements. The placement decision is the responsibility of the University and is made by the College Supervisor in coordination with Chair of the Education Department. Placement sites are selected based upon the following criteria:

1. The learning environment existing in the school is stimulating;
2. A master tenured teacher is selected who holds appropriate Michigan teaching certification and/or endorsements, and who is willing to provide full-time, on-site supervision;
3. The provision is made at the site for regularly scheduled meetings with the Student Teacher, on-site cooperating teacher, University supervisor, and other on-site staff;
4. The release of a student teacher to attend any mandatory meetings on-campus only if necessary;
5. The placement site will provide opportunities for the student teacher, during the course of the semester, to gradually assume the **full** teaching responsibilities of the Cooperating Teacher.

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.

III. POLICIES, PRACTICES AND PROCEDURES FOR STUDENT TEACHERS

A. Attendance

Clinical experience is a full-time experience. When student teachers are assigned to a school, they become subject to the calendar, schedules, rules and regulations of that school in the same manner as regular teachers. Student Teachers should be present at the building when Cooperating Teachers are required to be present and should not leave until the appropriate time.

B. Absences

If, due to an illness or emergency, the student teacher cannot be present, the student teacher **must** contact the Cooperating Teacher and College Supervisor before the beginning of the school work day, preferably no later than the evening before the absence. If an illness or emergency situation results in more than three days of absence, the College Supervisor and the Cooperating Teacher will determine if additional clinical experience days are necessary.

C. Calendar

Student teachers will observe the calendar of the schools to which they are assigned upon their initial beginning day. The dates for beginning and ending are on the determination of the University

D. Classroom Log

Student Teachers should include 2-3 entries per week in the classroom log, noting conclusions/insights gained by the Student Teacher in the daily observation of students, teaching methods, curriculum, classroom management, assessment procedures, and student teacher interactions. It should note specific performance, behaviors, and needs. The College Supervisor will review the log, usually upon each visit.

E. Assumption of Classroom Responsibilities

After a brief orientation, the Student Teacher should begin to help with the classroom routine.

Within the first week some actual teaching should begin. The program of actual teaching should increase week by week until the full teaching load is assumed by the Student Teacher, no later than the beginning of the fourth week. Adjustments will have to be made to meet individual differences among Student Teachers. Some student teachers will move much faster than others in assuming full teaching responsibilities. Team teaching is also encouraged.

F. Classroom/School Activities

Student teachers are expected to participate in as many classroom and school activities as possible in order to experience the life of the school. Activities should include the preparation of bulletin boards, parent-teacher conferences, staff meetings, parent/teacher association meetings, and Individualized Education Programs (i.e., special education placement). Attendance at some co-curricular events is highly encouraged. In brief, becoming involved in the life of the school and reflecting interest, enthusiasm and commitment are all important in the contact.

G. Due Dates
Student teachers are notified by the College Supervisor or Chair of the Education Department of the beginning and ending dates of their clinical experience contact, Student Teacher Seminars, and the due dates of the Cooperating Teacher SCECH Form. Other important due dates include the Mid-Term and Final evaluations. Cooperating Teachers are also given these dates in the materials provided during the first week of the contact.

H. Evaluation
The Student teacher is assessed on an on-going basis throughout the fifteen weeks of clinical experience contact by the College Supervisor and on a daily basis by the Cooperating Teacher. Formative evaluation will occur by means of the Courtesy Call and Observation/Visitations by the College Supervisor, and through the Mid-Term Evaluation completed by the Cooperating Teacher in collaboration with the College Supervisor. Summative evaluation will occur at the end of the contact by means of the Final Evaluation completed by the Cooperating Teacher in collaboration with the College Supervisor. In addition, the College Supervisor is required to complete a Final Narrative Assessment.

I. Grading
A final grade of Pass or Fail is assigned by the College Supervisor utilizing the input of the Cooperative Teacher; Clinical Experience Seminar with embedded research case study; and completed e-portfolio with presentation.

J. Grooming and Attire
Student teachers are required to exercise good judgment in their grooming, hygiene and personal appearance. They are expected to dress in a professional manner which conforms to the established dress code in their school district. The Cooperating Teacher should be consulted to determine district policies regulating dress.

K. Lesson Plans
Student teachers expected to prepare satisfactorily written lesson plans and effectively teach the lesson. College Supervisor will inform the student teacher what lesson plan format (i.e., clinical experience district, Cooperating Teacher, or Detroit Mercy) is to be followed. Daily written plans required for each class taught should be submitted to the Cooperating Teacher for review and evaluation, as requested, and ready for review at the time of the College Supervisor's visitation. All lesson plans should be dated and kept in chronological sequence in a notebook.

L. Observations in Other Classrooms
Three classroom observations of other teachers in other classrooms are required. Arrangements for these observations should be made in consultation with the administration and Cooperating Teacher. Use of the Observation Form is suggested as a guide in the observation of other teachers/classrooms. A written report of each observation should be submitted to the College Supervisor at the visitation which immediately follows the observation.

In some districts, additional observations are required. Also, in some districts, seminars are held for Student Teachers by the District. Student Teachers will be notified if the assigned district has these requirements and Student Teachers are expected to fulfill them.

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 responsibility for the classroom only under the supervision of the Cooperating Teacher. The Student Teacher is not a licensed teacher and, therefore, is not to be utilized as a substitute teacher during the clinical experience assignment without the presence and supervision of certified personnel.

Q. Termination
The clinical experience contact may be discontinued at any time by the Chair of the Education Department for the following reasons:

1. Irresponsibility and lack of dependability on the part of the Student Teacher;
2. Failure to successfully implement reasonable recommendations from the Cooperating Teacher and/or College Supervisor;
3. Emotional instability, physical illness and/or lack of preparedness which interferes with planning and teaching duties;
4. Criminal behavior; and

5. Immoral/unethical conduct.

R. Placement Change

The clinical experience assignment may be changed at the discretion of the Chair of the Education Department if personality conflicts develop that impedes the student teacher's progress. An individual who is removed from clinical experience may be given another placement in a subsequent semester, if the education faculty determines that the individual can perform assigned duties in a serious and professional manner. A student teacher who is removed from a second placement for any reason will not be given another placement.

S. On-the-Job Placement Requests for Clinical Experience

Given the pivotal nature of the clinical experience, the Education Department discourages On-the-Job placements for student teachers. On rare occasions, school leaders may experience needs caused by unique circumstances. The Education Department may consider a district or school may request of an On-the-Job clinical experience placement for one of their employees only after the following criteria have been met and appropriate information has been submitted to the Coordinator of Student Teacher Placements. The most important criteria for deciding whether or not to grant a student permission to do On-the-Job clinical experience is an assessment of the extent to which the placement will permit the student to experience a high quality clinical experience. A variety of different methods will be used to make this evaluation including on-site observations prior to the decision.

Criteria:

- Must have taught in one elementary classroom in one building or in the same secondary subject in the same building for one complete school year;
- Must have indicated a request for an On-the-Job placement on the Clinical Experience application, and must complete a separate application for On-the-Job placement;
- Must possess a 2.7 GPA in the professional education courses; and
- Must have a recommendation from student's academic advisor.

District/School Information:

The student teacher must submit to the Coordinator of Student Teacher Placements a letter from district/ school personnel or the school principal which meets all of the following criteria:

- Must be on district/school letterhead
- Must indicate the district/school's specific need for a teacher
- Must support the student teacher's request for an On-the-Job clinical experience placement with specific pertinent data regarding the student teacher's experience and skills
- Must express the district/school's willingness to provide the necessary in-class supervisor of the student teacher (the name of the supervisor should be stated if a designee has been named)
- Must state the district/school's willingness to comply with the supervisory criteria identified below as well as insure the student teacher's compliance, including releasing the student teacher to attend all mandatory seminars.

District/School Supervisor Criteria:

- 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 RESPONSIBILIES 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 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.
6. It is the policy of the Detroit Mercy that Student Teachers should not be utilized as substitute teachers.
7. Providing for the selection of a 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.

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;
9. Assist in the organization and preparation of materials;
10. Develop bulletin boards and instructional displays; and
11. Demonstrate use of technology

Conferences. Frequent conferences should be held with the student teacher to discuss and evaluate teaching and explore ways of developing greater teaching effectiveness. Although Cooperating Teachers provide feedback to student teachers on a daily basis, it is recommended that regular conferences be scheduled on a weekly basis to discuss the student teacher's progress. Regular conferences facilitate and assure on-going communication regarding the student teacher's strengths and weaknesses. The Cooperating Teacher is expected to communicate the student teacher's progress and concerns to the College Supervisor, who will convey the progress note to the Chair of the Education Department.

Professional Support. Cooperating Teachers may enhance the developing professionalism of student teachers by including them in non-teaching functions, 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. **<u>Supervise</u>** 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 the level of performance of the student teacher and conveying any unsatisfactory performance or behavior to the Student Teacher Coordinator.

Appendix A: **Standard 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. Official transcripts from all other universities or colleges attended Degree posted on transcript; and
4. Elementary Provisional Applicants have successful completion of Elementary MTTC; or
5. Secondary Provisional Applicants have successful completion content major MTTC

*Transcript must have final grades for all courses posted.

7. First Aid/CPR (Adult, Child, Infant) Original Certificate must be turned in to the Certification Officer to make a copy.

Please have all information sent to:

Certification Officer
College of Liberal Arts & Education
University of Detroit Mercy
4001 W. McNichols Rd.
Detroit, MI 48221

Phone 313-993-1464 Fax 313-578-0507

Policy Statement – Certified Teachers Seeking Additional Endorsement
Certified teachers seeking additional certifications or endorsements will be immediately accepted into the Teacher Education Program upon regular admission into any graduate or post-degree program offered in the Education Department. Advisors should notify the Certification Officer, in writing via email, upon full acceptance of the student. This policy does not extend to ***provisiona****l* or ***conditional*** students but does extend to those students upon full acceptance into a graduate or post-degree program.

Appendix B: **Cooperating Teacher Mid-Term & Final Evaluation Form**

Cooperating Teacher – Midterm & Final Evaluation Form

Date _____ *Check One:* *O Midterm Evaluation* *O Final Evaluation*

Student Teacher _____Student ID#_____

School_____ District_____

Cooperating Teacher(s) _____ Subject(s) and/or Grade(s) _____

College Supervisor_____

KEY	1	2	3	4	5
	Exceptional Competency	Highly Skilled	Skilled	Needs Improvement	Not Competent

SCHOLAR IN THE APPLICATION OF PEDAGOGICAL KNOWLEDGE

A. Plans purposefully appropriate lessons	
A1. Demonstrates the ability to write clear, age appropriate lessons	1 2 3 4 5
A2. Demonstrates appropriate planning of short and long range goals	1 2 3 4 5
A3. Demonstrates the ability to teach by objective	1 2 3 4 5
A4. Develops lessons that reflect content, State, and Common Core Standards	1 2 3 4 5
A5.Varies instruction activity and tempo of lesson to promote learning	1 2 3 4 5
A6. Integrates technology to achieve objectives	1 2 3 4 5
B. Addresses the needs of children and youth	
B1.Understands and applies developmental and psychological knowledge of child	1 2 3 4 5
B2. Provides for individual differences	1 2 3 4 5
B3. Provides for diverse and special needs	1 2 3 4 5
B4. Demonstrates an understanding and respect for individual/cultural differences and similarities	1 2 3 4 5
B5. Assesses learner progress of lesson	1 2 3 4 5
B6. Assesses student background knowledge of lesson	1 2 3 4 5
C. Understands and supports the art and science of the learning process	
C1.*Communicates effectively instruction in lesson delivery	1 2 3 4 5
C2. Provides clear, concise, sequential directions	1 2 3 4 5
C3. Motivates students to learn by using multiple methodologies	1 2 3 4 5
C4. Attempts to determine learning blocks	1 2 3 4 5
C5. Correlates life experiences into areas of learning	1 2 3 4 5
C6. Exhibits subject area content mastery	1 2 3 4 5
C7. Monitors student progress and adjusts the teaching	1 2 3 4 5
C8. Utilizes instructional techniques based on effective questioning at various levels of cognition beyond information level	1 2 3 4 5

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 1 2 3 4 5
(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, initiative, reliability, and responsibility to duties 1 2 3 4 5
I3. Analyzes and improves professional skills 1 2 3 4 5
I4. Participates in professional growth activities 1 2 3 4 5

College Supervisor's Comments:

Outstanding Progress Satisfactory Progress Substantial Improvement

Unsatisfactory Progress (Certification may not be recommended)

_____ _____

Cooperating Teacher Signature Date

_____ _____

Cooperating Teacher Signature Date

_____ _____

College Supervisor's Signature Date

_____ _____

Student Teacher Signature Date

Note: The Student Teacher's signature indicates that these assessments were read. It does not necessarily imply agreement.
If one desires, he/she may use an extra page for additional comments.

Appendix C: **College Supervisor's Observation Form**

COLLEGE SUPERVISOR OBSERVATION FORM

Date:_____

Student Teacher Name_____Student ID #_____

Cooperating Teacher_____ Grade/Subject_____

College Supervisor_____ School_____

KEY	1	2	3	4	5
	Exceptional Competency	Highly Skilled	Skilled	Needs Improvement	Not Competent

COLLEGE SUPERVISOR'S OBSERVATION FORM

A. INSTRUCTIONAL CONTENT- TECHNIQUES DEMONSTRATED BY TEACHER CANDIDATE

A 1. Plans purposeful and systematically developed instruction	1 2 3 4 5
A 2. Writes clear, age-appropriate lesson objectives	1 2 3 4 5
A 3. Includes assessment of student background knowledge in planning	1 2 3 4 5
A 4. Motivates students to desire to learn using multiple methodology	1 2 3 4 5
A 5. Communicates effective instruction in lesson delivery	1 2 3 4 5
A 6. Utilizes instructional techniques based on effective questioning	1 2 3 4 5
A 7. Challenges students to think critically	1 2 3 4 5
A 8. Exhibits mastery and competency in content instruction	1 2 3 4 5
A 9. Engages students in content learning with a variety of instructional technique	1 2 3 4 5
A 10. Utilizes instructional technology to achieve lesson objectives	1 2 3 4 5
A.11. Considers needed tempo of lesson	1 2 3 4 5
A 12. Assesses learners' progress from lesson	1 2 3 4 5
A 13. Develops the skills of language and literacy to promote learning	1 2 3 4 5
A 14. Provides for individuals with diverse and special needs	1 2 3 4 5
A 15. Demonstrates knowledge of formative and summative assessment technique	1 2 3 4 5
A 16. Develops lessons that reflect content, State, and Common Core Standards	1 2 3 4 5

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
B 9. Demonstrates good attendance, promptness, reliability, and responsibility	1 2 3 4 5
B 10. Maintains Professional grooming and general appearance	1 2 3 4 5
B 11. Demonstrates poise and confidence	1 2 3 4 5

C. CLASSROOM MANAGEMENT – ORGANIZATION DEMONSTRATED BY TEACHER CANDIDATE

C 1. Creates a strong managed classroom culture	1 2 3 4 5
C 2. Organizes and manages a classroom conducive to learning	1 2 3 4 5
C 3. Displays and properly stores available room resources	1 2 3 4 5
C 4. Posts, practices, and discusses management techniques	1 2 3 4 5
C 5. Enhances learning using room resources, materials, bulletin boards, etc.	1 2 3 4 5
C 6. Monitors student progress and maintains adequate records	1 2 3 4 5

College Supervisor's Signature _____ Date: _____

Appendix D: **College Supervisor's Observation Form Special Education**

Clinical Experience College SUPERVISOR OBSERVATION FORM - SPECIAL EDUCATION

Date_____

Student Teacher Name_____ Student ID #_____

Cooperating Teacher_____ Grade/Subject_____

Clinical Experience College Supervisor_____
School_____

KEY	1	2	3	4	5
	Exceptional Competency	Highly Skilled	Skilled	Needs Improvement	Not Competent

PERFORMANCE RESPONSIBILITIES

A. PLANNING

A 1. Plans effectively for instruction by designing daily lesson plans which incorporate short –term objectives 1 2 3 4 5

A 2. Demonstrates proactive planning of instruction for a diversity of student needs 1 2 3 4 5

A 3. Develops appropriate short-term objectives and/or goals based on continuous assessment 1 2 3 4 5

A 4. Conducts initial and/or review IEP conferences as appropriate 1 2 3 4 5

B. INCLUSION/ MANAGEMENT

B 1. Insures appropriate scheduling of students into regular classes as indicated on IEP 1 2 3 4 5

B 2. Conducts conferences assessing student progress to assist parents and regular education teachers in their supporting roles 1 2 3 4 5

B 3. Completes and maintains in a timely manner all required records (e.g. monthly class rolls, IEP forms, confidential records, requisitions, progress reports) 1 2 3 4 5

B 4. Completes re-evaluation forms in a timely manner according to eligibility requirements 1 2 3 4 5

B 5. Creates classroom environment conducive to learning and appropriate to the functioning levels of students 1 2 3 4 5

B 6. Maximizes the time available for instruction 1 2 3 4 5

B 7. Performs duty assignments 1 2 3 4 5

C. INSTRUCTION

C 1. Delivers instruction effectively 1 2 3 4 5

C 2. Monitors the progress of short-term objectives/goals as indicated by the IEP 1 2 3 4 5

C 3. Employs a variety of instructional methods, techniques, and materials 1 2 3 4 5

C 4. Integrates technology into instruction 1 2 3 4 5

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
E 9. Flexibility	1 2 3 4 5

SPECIAL EDUCATION TEACHER'S PERFORMANCE AT THIS TIME IS:

Satisfactory _____ Needs Improvement _____ Unsatisfactory _____

Clinical Experience College Supervisor's NARRATIVE COMMENTS: (Attach supplemental sheet if necessary)

Clinical Experience College Supervisor SIGNATURE _____

Date_____

STUDENT'S SIGNATURE _____ DATE _____

My signature indicates that I have read the results of the evaluation, but does not indicate agreement with the rating or comments.

Appendix E: **Cooperating Teacher's Final Assessment Form**

UNIVERSITY OF DETROIT MERCY

Cooperating Teacher's Final Assessment Form

Student Teacher _____ **Student #**_____

Building Assignment _____ **Day** _____ **Half Day**_____

School District_____ **Subject(s) and/or Grade(s)** _____

Cooperating Teacher(s) _____ **College Supervisor** _____

Description of Assignment (Unique characteristics of organization, pupils, buildings and community

_____

AREAS OF ASSESSMENT COMMENTS OF COOPERATING TEACHER

The Student Teacher in Learning Activities: diagnoses needs; sets goals; plans strategies; organized pupils, materials, and environment; provides for evaluation

_____

The Student's relationships with: pupils, staff, community

_____

Classroom Management

_____

Personal and Professional Qualities

_____

Coordinator's Comments

O Satisfactory **O Unsatisfactory** **Grade** _____

_____ _____ _____ _____

Cooperating Teacher's Signature **Date** **Cooperating Teacher's Signature** **Date**

_____ _____ _____ _____

Student Teacher's Signature **Date** **College Coordinator's Signature** **Date**

Note: The Student Teacher's signature indicates that these assessments were read. It does not imply agreement. If one desires, he/she may use an extra page for additional comments.

Copies to: – ***University - College Supervisor -Cooperating Teacher***

Appendix F:**Clinical Experience College Supervisor Final Narrative Assessment Form**

Clinical Experience College Supervisor Final Narrative Assessment Form

Clinical Experience College Supervisor _____

Dates: _____

Student Teacher _____ Courtesy Call _____

Cooperating Teacher(s) 1st _____

_____ 2nd _____

_____ 3rd _____

` 4th _____

School _____

Grade(s) _____

Subject(s) _____

Today's Date _____

Length of Contact _____ Credit Hours _____

Evaluation:

Final Grade: _____

Clinical Experience College Supervisor _____

Date _____ Student Teacher _____

Copies to -University - Supervisor - Student

Appendix G: **Clinical Experience Courtesy Call Form**

Clinical Experience Courtesy Call Form

College Supervisor:

Student Teacher:

Cooperating Teacher:

School:

District:

Grade(s):

Subject(s):

Date of Courtesy Call:

Does this placement appear to be an appropriate one? If not, what problems do you foresee?

Has your cooperating teacher ever had a student teacher before? Does the cooperating teacher have a realistic understanding of the clinical experience?

Briefly describe the nature of this contact (i.e., I.G.E., 4 American History and I Government 4th grade all subjects, all remedial students).

Any questions raised about this contact that I can help answer?

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	2019-2020 Supervision of Student Teacher/Teacher Intern - 1st Semester		
Application Number	97364	Application Status	Accepted
Program Number	20172644	Program Format	Face-to-Face
Professional Learning Type	SCECH		
Event Location	Non-Traditional School Based Programs	Address	608 W. Allegan
City	Lansing	State	MI
Zip	48933		
Course Narrative	Criteria for Eligibility: 1. A teacher who supervises a student/intern teacher for a determined placement period of not less than eight weeks may earn twenty-five (25) SCECHs. 2. A supervising teacher must coach and provide feedback to the student/intern teacher, in accordance with the teacher preparation institution's policies. 3. A supervising teacher must submit to the building principal and/or the teacher preparation institution's representative formal evaluations of the student teacher/teacher intern's performance. 4. The building principal must sign the verification form to provide verification of the successful completion of the assignment. 5. The signed verification form must be received by the local SCECH Coordinator a maximum of 30 days after assignment has been completed. 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/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		
IACET Program	No	Is Program Restricted	No

Offerings

Begin Date	End Date	County	Reason for Change	Canceled
09/05/2017	01/05/2018	State of Michigan - Lansing		

Program Contact	Local SCECH Sponsor	Contact Phone	(517) 241-4928
Contact Email	scech@michigan.gov	Program Website	
Originating District		SCECH Coordinator	

Appendix I: **SCECH Participation Form**

STATE CONTINUING EDUCATION CLOCK HOURS (SCECHs)
PARTICIPANT VERIFICATION FORM

This form must be completed in order for eligible participants to receive SCECHs for participation in one of the following activities (please check one):

☐ Serving as a supervising/cooperating teacher** ☐ 1st Semester ☐ 2nd Semester
☐ Serving as a supervising school counselor** ☐ 1st Semester ☐ 2nd Semester
☐ Serving as a supervising school psychologist** ☐ 1st Semester ☐ 2nd Semester

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. Only 25 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.**

Your SCECHs will be uploaded to the Michigan Online Educator Certification System (MOCES) and awarded after completion of a common evaluation and payment of fees, if applicable.

(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/Counselor/School Psychologist Signature Date

☐ I certify the criteria to receive SCECHs for the above activity has been met and the required evaluation/documentation pertaining to the activity has been reviewed. This documentation is ☐ on file for review ☐ on file with the teacher preparation institution

Building Principal/District Superintendent Signature Date

SCECH Coordinator Signature Date

SCECH Program Approval Number SCECHs Awarded

Advisory: **It is a criminal offense to use or attempt to use a SCECH transcript or certificate of completion that is fraudulently obtained, altered, or forged to obtain and/or maintain school administrator, teacher and/or school psychologist certification or other State Board of Education approval.**

The following describes the non-traditional school-based program requirements and criteria for eligibility:

SCECHs for 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.

Supervision of Student Teacher/Teacher Intern

Criteria for Eligibility:

a. A teacher who supervises a student/intern teacher for a determined placement period of not less than eight weeks may earn twenty-five (25) SCECHs.
b. A supervising teacher must coach and provide feedback to the student/intern teacher, in accordance with the teacher preparation institution's policies.
c. A supervising teacher must submit to the building principal and/or the teacher preparation institution's representative formal evaluations of the student teacher/teacher intern's performance.
d. The building principal must sign the verification form to provide verification of the successful completion of the assignment.
e. The signed verification form must be received by the local SCECH Coordinator a maximum of 30 days after assignment has been completed.
f. This non-traditional activity may only be used a maximum of three (3) times toward certificate renewal within an educator's certificate renewal period.